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ABSTRACT

This self-explanatory, self-pacing programmed text will help pre- and in-service teachers learn to write social studies objectives. The text material is organized according to the cognitive domain structure as outlined by Benjamin S. Bloom, et al. in "Taxonomy of Educational Objectives; Handbook I: Cognitive Domain." There are six major sections dealing with knowledge, comprehension, application, analysis, synthesis, and evaluation. In each section teachers read about the characteristics of objectives of a particular level, study examples, take short quizzes, and write their own objectives. For example, in the first section teachers learn that a knowledge level objective requires students to recall information to which they have been previously exposed and to cite in similar form or to recognize the information when asked to do so. Teachers are then presented with lists of objectives--some containing examples of objectives at the knowledge level and others containing examples not at the knowledge level. They are then asked to read through items in a list to select those which are knowledge objectives. Finally, applying what they have learned, teachers write their own knowledge objectives. (RM)

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WRITING SOCIAL STUDIES OBJECTIVES THAT REQUIRE MORE THAN MEMORY: A PROGRAMMED TEXT

BY

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THE UNIVERSITY OF SOUTH CAROLINA AT SPARTANBURG

1972

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INTRODUCTION

The following packages are designed to be self- explanatory and self-pacing. Follow the instructions included with each frame and you should have no problem moving through the material. You will have approximately a week and a half to complete each of the three packages. At the end of each package you will find a time period during which you are to return the material. Please return each package to room 5054 in Haley Center within the given periods. You should be able to work through each section in two or three hours.

This material is organized according to the cognitive domain structure as outlined by Benjamin S. Bloom, et. al., Taxonomy of Educational Objectives; Handbook I: Cognitive Domain. The categories are arranged from the simplest of thinking processes (knowledge) to the most complicated(evaluation). The categories are knowledge, comprehension, application, analysis, synthesis, and evaluation. Each objective included in the material has been categorized according to a rigid set of criteria. Because of subtle differences between some of the categories, however, you may find that you will disagree with some of the categorizations. Do not let this hender your progress through the material as the desired learning outcome is that you be able to write precise objectives at each category of the cognitive domain structure. The exercises which categorize objectives at the six levels are intended to help you discriminate between objectives at the various levels and ultimately to write objectives at each level. Each category contains the cognitive skills included at the lower levels (ie. evaluation includes the abilities to synthesize, analyze, apply, comprehend and recall); therefore, remember to PLACE THE OBJECTIVE AT THE HIGHEST POSSIBLE CATEGORY. Do not become disturbed if you disagree with some of the categorizations. Leave the objective and come back to it later. If you still disagree with the categorization, write a note in the margin explaining why you disagreed. The six categories are closely related so there will be times when your interpretation will disagree.

The objectives used as examples in this material are behavioral objectives. In order to save time and space, however, they have been written as informational objectives not planning objectives. The objectives do not include the criteria used in evaluating performance or in some instances the relevant conditions. It will be your responsibility as an intern and teacher to determine these important components. It would be irrelevant and arbitrary for the objectives in this package to contain these specific details.

The materials in these packages were adapted from and synthesized using various sources. The definitions of the six categories were drawn from thoughts contained in the following materials: (1) Benjamin S. Bloom, et.al. Taxonomy of Educational Objectives, David McKay Company, Inc., 1952; (2) Benjamin S. Bloom, J. Thomas Hastings and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning, McGraw Hill Book Company, 1971; (3) Norris M. Sanders, Classroom Questions: What Kinds?, Harper and Row, 1966. The objectives used as examples were selected and rewritten from John C. Flanagan, Robert F. Mager and William P. Shanner, Behavioral Objectives: A Guide to Individualized Learning; Social Studies, Westinghouse Learning Press, 1971. The categorization of the objectives by the above source was generally accepted except where the objective clearly violated the characteristics of the category. The section on writing behavioral objectives was developed using Robert J. Kibler, Larry T. Barker and David T. Miles, Behavioral Objectives and Instruction, Allyn and Bacon, Inc. , 1970. The entire package was designed using the principles of programmed instruction contained in James E. Espich and Bill Williams, Developing Programmed Instructional Materials: A Handbook for Program Writers, Fearon Publishers, 1967.

GO TO THE FIRST PACKAGE ENTITLED 1.00 KNOWLEDGE

1.00 KNOWLEDGE

1. Knowledge is the lowest level of thought in the cognitive domain (the domain that deals with recall of knowledge and the development of intellectual abilities) and is, therefore, required in all the more complex categories (comprehension, application, analysis, synthesis and evaluation). This category requires that the student recall information but not necessarily that he understand it or be able to use it. A knowledge level objective, therefore, requires the student to recall information to which he has been previously exposed and to cite in similar form or recognize the information when asked to do so. NO RESPONSE REQUIRED.

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2. The following ten items are examples of behavioral objectives. The first five are examples of objectives at the knowledge category. The second five are not at the knowledge category. READ EACH ONE AND CONTINUE TO THE NEXT FRAME. NO RESPONSE REQUIRED.

A. KNOWLEDGE OBJECTIVES

1. On an outline map of Africa the student will place the name of the following climatic regions: Mediterranean, semiarid, arid, dry, humid subtropical.
2. Given a list of ten conditions, the student will mark these conditions which hindered German unification before 1850.
3. On an outline map of the world the student will place the correct number where the following people generally migrated to in North America: 1. East Europeans, 2. Eskimos, 3. Irish, 4. Orientals, 5. Spanish.
4. The student will list five causes for the decline of the Progressive Movement in the 1920's.
5. The student will list the constitutional powers possessed by the President that are legislative, judicial, diplomatic or military in nature.

B. OTHER OBJECTIVES

1. The student will compare and contrast in writing the characteristics of the medieval and the contemporary town including a judgment of how well they fulfilled the needs of their respective times.
2. Given ten propaganda statements, and a definition of the following propaganda techniques, the student will classify in writing each statement as: name calling, transfer, testimonials, plain folks, card stacking or band wagon.
3. In classroom discussion the student will orally state relevant or irrelevant information included in oral student presentations.

4. The student will give written indication of using the basic steps of problem solving in dealing with a research problem.
5. The student will write an hypothesis concerning the cause of racial conflict in the United States between the white majority and black minority.

GO TO THE NEXT PAGE

3. A KNOWLEDGE OBJECTIVE requires the student to recall information to which he has been previously exposed and to cite in similar form or recognize the information when asked to do so. MARK A K IN THE BLANKS NEXT TO THE KNOWLEDGE OBJECTIVES BELOW.

___1. The student will write an original hypothesis concerning the cause of racial conflict in the United States between the white majority and black minority.

___2. Given ten propaganda statements, and a definition of the following propaganda techniques, the student will classify in writing each statement as: name calling, transfer, testimonials, plain folks, card stacking or band wagon.

___3. Given a list of ten conditions, the student will mark three conditions which hindered German unification before 1850.

___4. The student will compare and contrast in writing the characteristics of the medieval and the contemporary town including a judgment of how well the student thinks they fulfilled the needs of their respective times.

___5. On an outline map of Africa the student will place the name of the following climatic regions: Mediterranean, semiarid, arid, dry, humid subtropical.

TURN THE PAGE FOR THE CORRECT ANSWERS

K 3. K 5.

IF YOU DISAGREED GO BACK AND READ THE DEFINITION AND EXAMPLES OF KNOWLEDGE OBJECTIVE AGAIN AND THEN REMARK THE OBJECTIVES. IF YOU AGREED GO TO THE NEXT FRAME.

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4. CHOOSE THOSE ITEMS IN THE LIST BELOW THAT ARE KNOWLEDGE OBJECTIVES AND MARK THEM WITH THE LETTER "K."

___1. In classroom discussion the student will orally state relevant and/or irrelevant information included in oral student presentations.

___2. The student will give written indication of using the basic steps of problem solving in dealing with a research problem.

___3. The student will list the constitutional powers possessed by the President that are legislative, judicial, diplomatic or military in nature.

___4. The student will list five causes for the decline of the Progressive Movement in the 1920's.

___5. The student will write an hypothesis concerning the cause of racial conflict in the United States between the white majority and black minority.

ANSWERS ON FOLLOWING PAGE

K 3. K 4.

IF YOU DISAGREED GO BACK AND READ THE DEFINITION AND EXAMPLES AGAIN. IF YOU AGREED GO TO THE NEXT FRAME.

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5. Here are ten more examples of behavioral objectives. The first five are objectives at the knowledge category. The second five are not at the knowledge category. READ EACH ONE AND CONTINUE TO THE NEXT FRAME. NO RESPONSE REQUIRED.

A. KNOWLEDGE OBJECTIVES

1. The student will list four contributions of Benjamin Franklin to the improvement of city life.
2. The student will match the correct names with the following officers from his area: (1) the two U.S. Senators, (2) the U.S. Representative, (3) the state senator, and (4) the governor.
3. The student will list at least five political characteristics found in almost all democratic societies.
4. The student will write the names of the following countries on a political map: Ethiopia, Kenya, Nigeria, The Congo, Algeria and Morocco.
5. The student will list five economic characteristics of an industrial society that do not exist in a non-industrial society.

B. OTHER OBJECTIVES

1. Given four examples of attempts at formalized international cooperation between 1900 and 1940, the student will judge the success of each including four factors which contributed to success and four which led to failure.
2. Given five brief descriptions of historical events, and an article describing England's form of merchantilism, the student will orally state events that reflect England's colonial attitude of merchantilism.
3. The student will present to a simulated legislature three written bills which the student thinks will make the U.S. a better place in which to live.
4. When given a major viewpoint on a social problem and its sources, the student will write a brief statement deducing probable causes of bias leading to this viewpoint.
5. The student will draw a political cartoon indicating a negative viewpoint on the following issue, "Rapid industrial growth is a major obstacle to long-range conservationist efforts."

GO TO THE NEXT PAGE

6. A KNOWLEDGE OBJECTIVE requires the student to recall information which he has been previously exposed and to cite in similar form or recognize the information when asked to do so. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will write the names of the following countries on a political map: Ethiopia, Kenya, Nigeria, The Congo, Algeria and Morocco.

B. Given four examples of attempts at formalized international cooperation between 1900 and 1940 the student will judge the success of each including four factors which contributed to success and/or failure.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

_X_ 1. Objective A is a knowledge objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE STATEMENT BELOW.

If you thought objective B was a knowledge objective, re-read it and notice that it asks the student to "judge the success." This phrase places the objective at the evaluation level, not simple recall.
GO TO THE NEXT FRAME.

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given five brief descriptions of historical events and an article describing England's form of merchantilism, the student will orally state which of the five events reflect England's colonial attitude of merchantilism.

B. The student will draw a political cartoon indicating a negative viewpoint on the following issue, "Rapid industrial growth is a major obstacle to long-range conservationist efforts."

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are knowledge objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was a knowledge objective, read it again and notice that the objective asks the student to read a description of a policy (merchantilism) and to be able to understand it to a degree that he can select examples of the policy. This places the objective at the comprehension level.

B. If you thought B was a knowledge objective, read it again and notice that it calls for the student to apply his understanding of the quote by drawing a cartoon which will illustrate the viewpoint. This places the objective at the application level.

Both of these objectives require the student to do more than simply recall the information.

GO TO THE NEXT FRAME.

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will list at least five political characteristics found in almost all democratic societies.

B. The student will present to a simulated legislature three written bills which the student thinks will make the U.S. a better place in which to live and state orally why each is needed.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a knowledge objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you did not think A was a knowledge objective, notice that the student has no other materials to work with. He must recall the answer. Also notice that the information called for is generally included in textbooks so he has probably read the information before.

B. If you thought B was a knowledge objective, read it again and notice that the student is required to create a bill by pulling all his thoughts together concerning needed legislation and national problems. This places the objective at the synthesis level.

GO TO THE NEXT FRAME.

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. When given a major viewpoint on a social problem and its source, the student will write a brief statement deducing probable cause of bias leading to this viewpoint.

B. The student will list five economic characteristics of an industrial society that do not exist in a non-industrial society.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a knowledge objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought objective A was a knowledge objective, read it again and notice that the student must take a viewpoint and break it down and then deduce the writer's viewpoint. He could not recall this type of deduction because the chances of having read an analysis of this particular viewpoint are slim.

B. If you thought objective B was a knowledge objective, notice the student is given no other materials to work with and must, therefore, recall the information.

GO TO THE NEXT FRAME

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10. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will list four contributions of Benjamin Franklin to the improvement of city life.

B. The student will match the correct names with the following offices from his area: the two U.S. Senators, the U.S. Representative, the state senator and the governor.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 3. Both objective A and B are knowledge objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE STATEMENT BELOW.

You will notice that both objectives give the student nothing to work with and leave the student to recall the information. Notice also in objective B that the answers are facts which cannot change or be interpreted. They must be recalled from previous experience.

GO TO THE NEXT FRAME

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11. DEFINE KNOWLEDGE OBJECTIVE BELOW.

_____

_____

_____

_____

12. WRITE TWO EXAMPLES OF A KNOWLEDGE OBJECTIVE USING SUBJECT MATTER WITH WHICH YOU ARE FAMILIAR.

A. _____

_____

_____

_____

B. _____

_____

_____

_____

GO TO THE NEXT PAGE

A KNOWLEDGE OBJECTIVE is an objective that requires the student to recall information, to which he has been previously exposed, and to cite or recognize the information when asked to do so. (OR WORDS TO THIS EFFECT).

THE OBJECTIVES YOU HAVE WRITTEN SHOULD MATCH THE DEFINITION IN THE PREVIOUS FRAME. CHECK AND SEE IF YOU HAVE FULFILLED THE CHARACTERISTICS.

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13. Next, you will be given some objectives not listed before. Since they have not been defined, it will be your job to read the objective carefully and decide if it is a knowledge objective. You should be able to do this with little difficulty since you know the definition and can give examples.

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14. A KNOWLEDGE OBJECTIVE requires the student to recall information to which he has been previously exposed and to cite in similar form or recognize the information when asked to do so. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given five statements by an author, the student will mark the ones which reflect the author's bias regarding nationalism.

B. Given any subject matter topic and five minutes, the student will record in writing the topics call numbers by searching the card catalogue.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

X 4. Neither objective A nor B are knowledge objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was a knowledge objective, read it again and notice the student is required to break the statements down and determine the biased statements. This is analysis since it would be unlikely for the student to have previously seen this particular set of statements analyzed.

B. If you thought B was a knowledge objective, notice the student must apply his knowledge of the card catalogue by actually recording appropriate numbers. This is at the application level.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will, in a three-page biography, determine the political success of one of the following African nationalist leaders: Jomo Kenyata, Haile Selaisse, Abdel Nasser, or William V. Tubman.

B. Given three definitions, the student will mark the correct definitions of technology, human society and technology in human society.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objectives A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a knowledge objective. IF YOU AGREED GO ON TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought objective A was a knowledge objective, read it again and notice that it asks the student to "judge the success" of the leaders. This puts the objective at the evaluation level.

B. If you thought objective B was not a knowledge objective, notice that there is only one correct definition, therefore limiting the student's possible answers to one. The student must recall the definition from previous experiences.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a list of ten nations, the student will mark three Asian nations not colonized during the 19th or 20th centuries.

B. The student will list five distinctive features of the culture of Mexico, such as customs, values, and social problems.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 3. Both objectives A and B are knowledge objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. Read objective A and notice that there is only one possible answer. This type of information is common in texts and requires recall since the student is given no materials from which to derive an answer.

B. Objective B asks that the student recall information. He is given no materials to derive an answer.

GO TO THE NEXT FRAME

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17. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. Check only one answer.

A. The student will write three hypotheses for the rise and fall of civilization, citing information about early civilization as evidence.

B. List one possible immediate physiological effect and one possible aftereffect on people who use heroin.

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a knowledge objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought objective A was a knowledge objective, notice the student must write an hypothesis which requires the student to combine knowledge and create a novel guess. This is synthesis. It certainly calls for more than simple recall.

B. If you did not think B was a knowledge objective, notice that this objective has only a few correct answers which are commonly available to the student.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION FOR KNOWLEDGE OBJECTIVE BELOW.

_____

_____

_____

_____

PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will match the following political terms with their definitions: party, ballot, convention, nominate, primary.

B. The student will write a summary of controversial topics, opinions, generalizations and/or arguments presented on a TV panel program such as "Meet the Press" or "Face the Nation."

___1. Objective A is a knowledge objective.
___2. Objective B is a knowledge objective.
___3. Both objective A and B are knowledge objectives.
___4. Neither objective A nor B are knowledge objectives.

ANSWER ON NEXT PAGE

A KNOWLEDGE OBJECTIVE requires the student to recall information to which he has been previously exposed and to cite in similar form or recognize information when asked to do so. (OR WORDS TO THIS EFFECT.

__X__ 1. Objective A is a knowledge objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A asks the student to match definitions with terms. There are only a few possible answers. The student must recall the knowledge since he has no other way to derive an answer.

B. Objective B requires the student to observe a TV show, understand what is being said and summarize the actual message. This is comprehension.

GO TO THE NEXT FRAME

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19. MARK A K IN THE BLANKS NEXT TO THE KNOWLEDGE OBJECTIVES BELOW.

___1. Given a list of statements the student will mark the five which are provisions of the Treaty of Versailles.

___2. Given a list of statements and definitions of democracy and autocracy, the student will mark them as examples of autocracy or democracy.

___3. The student will match the "benevolent despots," Peter the Great, Catherine the Great, Maria Theresa, and Frederick the Great with the appropriate country and with one policy each introduced.

___4. The student will list the names of at least twenty Asian nations.

___5. Given a paragraph and a topic, the student will underline the topic sentence of the paragraph.

ANSWERS ON FOLLOWING PAGE

K 1. K 3. K 4.

IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Number one asks the student to recall information which is predetermined and is included in most history textbooks. The student must recall the answer.

2. Number two asks the student to understand a set of definitions to the degree that he can recognize examples. This indicates comprehension. There is nothing for him to recall.

3. The only way to complete this objective is to match the information by recall. The student is limited to one answer.

4. The student has to have (either) a mental picture of Asia or a memorized list of nations. This is at the knowledge level.

5. The student must understand a paragraph and be able to select the major thought. He must interpret the meaning to do this. This is a comprehension objective.

---

20. MARK A K IN THE BLANKS NEXT TO THE KNOWLEDGE OBJECTIVES BELOW.

___1. From a given list of statements, the student will mark those statements that explain why in some Latin American countries there are many people who are unable to escape a life of poverty.

___2. On an outline map or globe, the student will label from memory each continent with its correct name.

___3. The student will list the major powers granted Congress under the Articles of Confederation.

___4. Given a list of five political characteristics and a definition of democracy and totalitarianism, the student will mark them as either democratic or totalitarian.

___5. Given an article containing information about a social problem, the student will orally summarize the problem.

ANSWERS ON NEXT PAGE

K 2. K 3.

IF YOU AGREED GO TO THE NEXT FRAME. IF NOT, READ THE FOLLOWING STATEMENTS.

1. In the first objective the student must understand the quotes to the extent that he can identify the statements supporting a point of view. This is comprehension.

2. The student in number two must recall from past experiences the necessary facts to label the map. This is knowledge.

3. The information in number three is limited to a few correct responses which the student must recall since there are no materials given the student to derive an answer.

4. Number four asks the student to understand definitions to the degree that he can identify given examples. This is comprehensic

5. Number five requires the student to understand the literal meaning of an article and be able to state the meaning in his own words. This is a comprehension level objective. There is nothing to recall.

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21. WRITE THREE KNOWLEDGE OBJECTIVES BELOW FOR A UNIT YOU MIGHT BE TEACHING DURING INTERNSHIP. WRITE IT TO REQUIRE ONLY RECALL OR RECOGNITION OF MATERIAL.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

CHECK THESE OBJECTIVES AGAINST SOME OF THOSE LISTED EARLIER AND DETERMINE IF THEY FULFILL THE CHARACTERISTICS OF A KNOWLEDGE OBJECTIVE AS LISTED IN YOUR DEFINITION.

IF YOU DO NOT FEEL CONFIDENT THAT YOU CAN WRITE OBJECTIVES AT THIS LEVEL OR IF YOU WANT THEM CHECKED FOR ACCURACY, YOU MAY TURN YOUR PACKAGE IN TO YOUR INSTRUCTOR AND THE OBJECTIVES WILL BE EVALUATED AND RETURNED TO YOU.

2.00 COMPREHENSION

1. The second category of objectives is the comprehension category. Comprehension objectives require the student to understand the literal meaning of material and be able to either, translate the material into another form or language (example The student will read the Declaration of Independence and will orally translate it into terms that are meaningful and understandable to another classmate), or be able to explain or summarize the literal meaning of a communication (example: The student will write a summary of controversial topics, opinions, generalization and/or arguments presented on a TV panel program such as "Meet the Press" or "Face the Nation.") or be able to extend the literal meaning of the material to make predictions in accordance with given conditions (example: After reading an article on the effects of technological innovations, the student will write a one page statement of the effects of removing telephones, telegraphs, and typewriters on communication among people today.). All higher categories (application, analysis, synthesis and evaluation) are refinements of the thought processes found in embryonic form in comprehension. In comprenension there is often one and never more than a few possible legitimate answers. The student will either be given or be asked to recall all necessary parts of the process and is not required to select appropriate devices or principles.

   A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material, or to make predictions devised from the literal meaning.

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2. The following five items are examples of educational objectives. They are at the comprehensive level. READ EACH OBJECTIVE CAREFULLY AND NOTICE HOW IT MATCHES THE CHARACTERISTICS OF THE COMPREHENSION CATEGORY LISTED IN THE PREVIOUS FRAME.

   A. COMPREHENSION OBJECTIVES

      1. Given an article on the Civil War and on urban development, the student will explain orally three effects of the Civil War on the growth of American cities.
      2. The student will orally translate the following statement: "Moving people from crowded areas of the world to underdeveloped areas is not a satisfactory solution for the world's overpopulation problem."

3. Given a ten page account of a significant American historical event, the student will summarize in a brief written statement the major issues of the event.
4. Given five photographs and an article describing the characteristics of technological society, the student will mark three technological societies.
5. Given maps, charts, and graphs showing birth rate, death rate, and population shifts, the student will mark the generalizations that describe the graphic data most accurately.

GO TO THE NEXT PAGE

3. A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material, or to make predictions devised from the literal meaning. CHOOSE THOSE ITEMS IN THE LIST BELOW THAT ARE COMPREHENSION OBJECTIVES AND MARK WITH A C AND THE ITEMS WHICH ARE KNOWLEDGE OBJECTIVES WITH A K.

___1. Given maps, charts, and graphs showing birth rate, death rate, and population shifts, the student will mark the generalizations that describe the graphic data most accurately.

___2. Given an east-west profile of Europe at 43°, 46°, and 50° north latitude, the student will mark the Alps, Carpathian, Pyrennes and Ural mountains.

___3. Given a ten page account of a significant American historical event, the student will summarize in a brief written statement the major issue of the event.

___4. The student will list three geographic conditions necessary in a grape- and wine-producing region and locate one European area that provides all three conditions.

___5. The student will list five factors that people consider in choosing a job.

ANSWERS ON FOLLOWING PAGE

C 1. K 2. C 3. K 4. K 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. The student must be able to comprehend the meaning of the statistics to the degree that he can recognize a description.

2. The student must be able to recall the position of these mountains and identify their profile.

3. The student must understand a piece of writing and summarize it. This is higher than recall.

4. The student must recall the conditions and be able to list them. He is given no material to work with. This is knowledge.

5. The student must recall the information since he is given nothing to draw the answer from. This is knowledge.

GO TO THE NEXT FRAME

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4. READ THE ITEMS BELOW AND MARK THEM WITH A C IF IT IS COMPREHENSION OR A K IF IT IS KNOWLEDGE.

___1. The student will list two social causes of the progressive movement in the U.S. from 1900 to 1917.

___2. Given five photographs and an article on technological society, the student will mark three technological societies.

___3. The student will orally translate the following statement: "Moving people from crowded areas of the world to underdeveloped areas is not a satisfactory solution for the world's overpopulation problems."

___4. Given a list of five statements, the student will mark the ones which give a reason for immigrants coming to urban areas.

___5. Given an article on the Civil War and on urban development, the student will explain orally three effects of the Civil War on the growth of American cities.

ANSWERS ON NEXT PAGE

K 1. C 2. C 3. K 4. C 5. IF YOU AGREED GO TO THE NEXT FRAME. IF NOT, READ THE APPROPRIATE STATEMENT BELOW.

1. The student must recall the information since he is given no other way to arrive at the answer. This is knowledge.

2. The student must understand the article to the degree that he can recognize photographs. This is comprehension.

3. The student must understand the quote so that he can explain what it says to someone. This is comprehension.

4. The student must recall the reasons for immigration and recognize them. This is knowledge.

5. The student must understand the articles to the degree that he can predict effects. This is comprehension since all needed information is given the student.

GO TO THE NEXT FRAME

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5. The following ten items are examples of educational objectives. The first five are COMPREHENSION OBJECTIVES AND THE SECOND FIVE ARE NOT COMPREHENSION OBJECTIVES. READ THEM AND GO TO THE NEXT FRAME.

   A. COMPREHENSION OBJECTIVES

      1. Given a written selection concerning various constitutional rights and a description of basic rights, the student will mark, in a list, the specific constitutional rights in the selection.
      2. Given statements about voting behavior and an article about U.S. voting behavior, the student will mark those statements that describe voting behavior in the U.S. most accurately.
      3. Given a weather map with a legend, the student will describe orally the weather conditions of a specific area on the map.
      4. After reading definitions of the following terms, the student will rewrite them in his own words to show that he understands them: laws, norms, conformity, social role, mores.
      5. From a given description of symptoms, the student will mark those symptoms that describe the physiological effects of specific drugs on the human body.

B. OTHER OBJECTIVES

1. The student will list seven rights we enjoy as American citizens and seven duties or responsibilities.
2. Given a brief statement of a problem and a description of a certain type of resource person, the student will present orally five questions which he would ask about the problem.
3. Given a one page document, the student will write a paragraph describing the authors unstated point of view, the intended audience and the implied purpose of the document.
4. The student will present a list of criteria that a legislature could follow to arrive at a decision on a legislative act.
5. Given an economic issue and three editorials on this issue, the student will state orally which position he supports and why.

GO TO THE NEXT PAGE

6. A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material or to make predictions derived from the literal meaning. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

   A. The student will present a list of criteria that a legislator could follow to arrive at a stand or a decision on a legislative act.

   B. Given a one page document, the student will write a paragraph about the point of view of the author, the possible audience and the implied purpose of the document.

   ___1. Objective A is a comprehension objective.
   ___2. Objective B is a comprehension objective.
   ___3. Both objective A and B are comprehension objectives.
   ___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are comprehension objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. In objective A the student must create a set of criteria; this is above comprehension. It takes more to be creative than simple comprehension. The student must be able to combine his knowledge and understanding to form something new (to the student). This is synthesis.

B. Objective B requires the student to break the article into parts and analyze the meanings. The student must go beyond the literal meaning to the implied meaning. This is analysis not comprehension.

GO TO THE NEXT FRAME

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a written selection concerning various constitutional rights and a description of basic rights, the student will mark, in a list, the specific constitutional rights involved in the selection.

B. Given statements about voting behavior and voter qualifications and an article about U.S. voting behavior, the student will mark those that describe voting behavior in the U.S. most accurately.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON FOLLOWING PAGE

X 3. Both objectives A and B are comprehension objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. The student must understand the literal message of the description and be able to comprehend the examples given in the first selection. This is comprehension.

B. The student in objective B is required to understand an article and select statements describing behavior. The student doesn't go beyond the literal message contained in the information. This is comprehension.

GO TO THE NEXT FRAME

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a weather map with a legend, the student will describe orally the weather conditions of a specific area on the map.

B. Given a brief statement of a problem and a description of a certain type of resource person the student will present orally five questions which he would ask about the problem.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON FOLLOWING PAGE

X 1. Objective A is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A other than a comprehension objective, notice that the student is given all the information required to complete the objective. All he must do is understand the legend and be able to follow through by reading the map. This is comprehension.

B. If you thought B a comprehension objective, notice that the student is given a situation and must select the appropriate procedures of questioning. He must then construct questions to be used in this situation. This is application since he must apply his knowledge in a new situation.

GO TO THE NEXT FRAME

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given an economic issue and three editorials on this issue, the student will state, in a written report, which position he supports and how he came to this conclusion.

B. After reading definitions of the following terms that are associated with the concept of social control, the student will rewrite them in his own words to show that he understands them: (1) laws, (2) norms, (3) conformity, (4) social role, (5) socially deviant behavior, (6) social dissent, and (7) mores.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

X 2. Objective B is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was a comprehension objective, notice that it calls for the student not only to comprehend the editorials but to make a judgement as to which he can support. This is at the highest level, evaluation.

B. Objective B is comprehension since it requires the student to state material in his own words. He doesn't have to use the information or do anything other than show that he understands the literal meaning of the definitions.

GO TO THE NEXT FRAME

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10. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will list seven rights we enjoy as American citizens and seven duties or responsibilities.

B. From a given description of symptoms, the student will mark those symptoms that describe the physiological effects of specific drugs on the human body.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was a comprehension objective, notice that the student is given nothing to work with and must recall the information. He does not have to understand the material. This is knowledge.

B. If you thought B was other than a comprehension objective, notice the student must understand the description of symptoms to the degree that he can recognize effects of specific drugs. This is comprehension since the student must understand the literal message and be able to predict effects.

GO TO THE NEXT FRAME

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11. DEFINE COMPREHENSION OBJECTIVE BELOW.

_____

_____

_____

12. WRITE TWO EXAMPLES OF A COMPREHENSION OBJECTIVE USING SUBJECT MATTER WITH WHICH YOU ARE FAMILIAR.

A. _____

_____

_____

_____

B. _____

_____

_____

_____

GO TO THE NEXT PAGE

A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material or to make predictions derived from the literal meaning. (OR WORDS TO THIS EFFECT).

The major parts of the comprehension objective are (1) understanding the literal message, (2) be able to translate or put it into his own words, (3) be able to summarize the meaning, or (4) be able to make predictions from the literal meaning.

THE OBJECTIVES YOU HAVE WRITTEN SHOULD MATCH THE DEFINITION IN THE PREVIOUS FRAME. YOU MAY ALSO CHECK YOUR EXAMPLES AGAINST THOSE OBJECTIVES AT THE COMPREHENSION LEVEL GIVEN EARLIER. IF YOU HAVE FULFILLED THE CHARACTERISTICS, GO TO THE NEXT FRAME. IF NOT, REWRITE THEM.

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13. You will now be given several objectives which will not be familiar to you. You are to read each objective carefully. and decide if it is a comprehension objective. You should be able to do this with little difficulty as you have already indicated knowledge of the category by categorizing a number of them and by writing the definition and creating two examples. GO ON TO THE NEXT FRAME. NO RESPONSE REQUIRED.

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14. A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material or to make predictions derived from the literal meaning. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

    A. Given an historical account of the development of transportation and an article on urban development, the student, in a written report will describe how changes in the transportation of goods and people helped encourage the growth of the urban frontier.

    B. Given a current ecological program, the student will research the program and will write a two page judgement of its effectiveness according to a student created set of criteria.

    ____1. Objective A is a comprehension objective.
    ____2. Objective B is a comprehension objective.
    ____3. Both objective A and B are comprehension objectives.
    ____4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was other than a comprehension objective, notice that it requires the student to understand two writings and be able to select or predict the effects of improved transportation. This is comprehension.

B. If you thought objective B was a comprehension objective, notice that it requires the student to do more than show simple understanding of the literal message. The student must be able to set criteria and actually judge the effectiveness of the program. This is evaluation.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will write a two-page outline of an international pilot program to preserve world peace and conserve human and natural resources consistent with the principles of mutual respect between sovereign competing nations.

B. Given a clear and simple article about a social problem, the student will mark the most accurate description of the problem from a list of descriptions.

____1. Objective A is a comprehension objective.
____2. Objective B is a comprehension objective.
____3. Both objective A and B are comprehension objectives.
____4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a comprehension objective. GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was a comprehension objective, notice the student must create a program for a problem which has not been solved. This requires the student to combine a great deal of information and use other skills to synthesize a unique program. This is synthesis.

B. Objective B is a comprehension objective. Notice that it requires the student to understand the literal meaning and select another statement which correctly describes the meaning of the problem. He must comprehend the meaning of the article to the degree that he can identify the problem within it.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will orally describe a sociodrama involving a personal conflict in the home, classroom or community.

B. The student will list ten historical events in his state from its period as an unsettled wilderness to the present.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON FOLLOWING PAGE

X 1. Objective A is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was other than a comprehension objective, notice that it requires the student to understand what occurs in a sociodrama and be able to describe what occurred. He must summarize the meaning, which is comprehension.

B. If you thought B was a comprehension objective, notice that the student is given nothing to work with and must recall the information. This is at the knowledge level.

GO TO THE NEXT FRAME

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17. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a reading on stereotypes, the student will read to the class five examples, which he selects, from poetry or prose by black writers that attempt to negate the concept of Negroes as stereotypes.

B. Given four specific values held by the majority of Americans, the student will determine and write the motives behind statements made by members of the majority groups about behaviors of minority groups and list the motives.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF NOT, READ THE FOLLOWING STATEMENTS.

A. Objective A is a comprehension objective because the student is required to understand the literal message involved in a reading. He must then be able to select examples of works which meet the definition of stereotypes.

B. Objective B resembles comprehension but goes further because the student must select meanings which are not included in the literal meaning. He must analyze the piece for hidden meaning. This is analysis.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION OF COMPREHENSION OBJECTIVE BELOW.

_____

_____

_____

_____

PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given definitions of "society" and a reading about human and non-human society, the student will mark the definition that applies to non-human society and to human society.

B. Given a variety of travel folders and brochures, the student will prepare a written budget for his family's transportation, food, and lodging on a specified month long trip.

___1. Objective A is a comprehension objective.
___2. Objective B is a comprehension objective.
___3. Both objective A and B are comprehension objectives.
___4. Neither objective A nor B are comprehension objectives.

ANSWERS ON NEXT PAGE

The definition you have written should include the following characteristics: (1) understanding the literal message, (2) translate the material into his own words, (3) summarize the literal meaning, or (4) make predictions from the conditions given in the material.

X 1. Objective A is a comprehension objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A is at the comprehension level because it requires the student to understand the definitions and reading to the extent that he can select the definition which describes what is included in the reading. He does not have to go beyond the literal message.

B. Objective B requires the student to use his knowledge to prepare a trip. He must select the appropriate principles, rules, etc. to use in planning. This is at the application level and certainly requires more than simple comprehension of the literal meaning of material.

GO TO THE NEXT FRAME

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19. MARK A C IN THE BLANKS NEXT TO THE COMPREHENSION OBJECTIVES BELOW.

___1. Given readings from recording instruments (thermometer, barometer, and hygrometer) for a twenty-four hour period write a television weather forecast of changes of weather.

___2. Given a person's annual salary, exemptions, deductions, and withheld tax and using tax reference materials, the student will complete in writing a federal income tax form.

___3. Given an article on reconstruction, the student will orally describe what is meant by the term "Reconstruction Period."

___4. Given a headline and a list of economic statements, the student will mark the statement that best explains the headline.

___5. In a written research paper the student will correctly use the following abbreviations without prompting: (1) ibid., (2) op. cit., (3), etc., (4) p., (5) sic., (6) ed., and (7) vol.

ANSWERS ON NEXT PAGE

C 3. C 4. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective requires the student to select the correct procedure and make a prediction. This makes the student apply his knowledge to an hypothetical situation. He must not only understand the information, he must be able to use it. This is application.

2. Number two requires the student to actually use information which he selects as appropriate. This requires the student to do more than just understand the literal message involved, he must be able to apply it. This is application.

3. This objective asks the student to understand the literal meaning of an article and summarize the meaning of a term. This is comprehension.

4. This objective is comprehension since it requires the student to understand the meaning of a headline and given statements to the degree that he can select the statement best describing the headline. It does not require him to do anything with the information but it does require more than recall.

5. This is an application objective because it requires the student to be able to apply his knowledge concerning the abbreviations. He must decide which ones are appropriate without prompting.

GO TO THE NEXT FRAME

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20. MARK A C IN THE BLANKS NEXT TO THE COMPREHENSION OBJECTIVES BELOW.

___1. The student will give written indication of using the basic steps of problem solving in dealing with a research problem.

___2. Using a map with a scale and instructions on measuring distance on a map, the student will measure the distance between places.

___3. Given a situation in which the price of a product or service changes, the student will draw demand and supply curves to indicate the probable consequences to the good or service.

___4. Given five case studies on social control and definitions of the following categories, the student will mark the statements as: (1) laws, (2) mores, or (3) folkways.

___5. Given an article describing an event and a list of causes, the student will mark the probable cause of that event.

ANSWERS ON NEXT PAGE

C 2. C 4. C 5. GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT.

1. The student must select and use the necessary steps in problem solving. He is not prompted but is left to apply his knowledge. It requires more than simple understanding. This is application.

2. Number two gives the student instructions on how to carry out the process. He must understand the literal message involved in the instructions. This is comprehension.

3. This objective requires the student to apply his knowledge of price change, demand and supply by constructing a statistical model. This is application since the student must select without prompting the appropriate principles of construction and actually use them.

4. Number four asks the student to indicate understanding of the definitions by classifying the cases. This is comprehension since the student is given all necessary information to carry out the problem.

5. Number five requires the student to understand the literal message contained in an article and be able to predict or select the probable cause. This is comprehension.

GO TO THE NEXT FRAME

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21. WRITE THREE COMPREHENSION OBJECTIVES BELOW FOR A UNIT YOU MIGHT BE TEACHING DURING YOUR INTERNSHIP. LOOK AT THE OBJECTIVES AT THE KNOWLEDGE LEVEL AND MAKE THESE NEW OBJECTIVES COMPLEMENT THE KNOWLEDGE OBJECTIVES YOU WROTE. WRITE THE OBJECTIVES SO ANYONE WHO READS THE OBJECTIVE WILL KNOW THAT IT ONLY REQUIRES COMPREHENSION.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

_____

CHECK THESE OBJECTIVES AGAINST SOME OF THOSE LISTED EARLIER AS COMPREHENSION OBJECTIVES AND DETERMINE IF THEY FULFILL THE CHARACTERISTICS OF A COMPREHENSION OBJECTIVE AS LISTED IN THE DEFINITION.

3.00 APPLICATION

1. Application objectives are a step above comprehension objectives. They require the student to select and actually use information in a problem solving situation, whereas comprehension only requires the student to understand the literal meaning of given information. The student does not have to be able to voluntarily select and use the information in comprehension. The student when involved in application must SELECT appropriate abstractions, laws, principles, etc. when faced with a question or situation. In COMPREHENSION the student selects correct approaches FROM GIVEN INFORMATION and answers the question or solves the problem. IN APPLICATION THE STUDENT IS NOT PROMPTED AS TO THE CORRECT PROCESS AND MUST SELECT AND USE THE APPROPRIATE INFORMATION. The situation in which application is exhibited must be one that is EITHER NEW OR IN CHANGED FORM from the situation in which the abstraction was learned. The student is given a MINIMUM AMOUNT OF INSTRUCTIONS. While there is a certain amount of creativity involved in application, the central theme is applying procedures, etc. and not combining information to create something new or unique. Application also involves a certain amount of evaluation in that the student must judge the correct principles, but the major function is actually using the principles, etc. Application objectives, therefore, require the student, when given a problem, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. NO RESPONSE REQUIRED HERE, GO TO THE NEXT FRAME.

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2. The following five items are examples of application objectives. READ EACH CAREFULLY AND NOTICE WHAT PARTS IN EACH PLACE IT AT THE GIVEN LEVEL. AFTER YOU HAVE READ THEM GO TO THE NEXT FRAME. NO RESPONSE REQUIRED.

   A. APPLICATION OBJECTIVES

      1. Given the cost of a specific quantity of a product and the cost of a different quantity of the same product, determine the cost per unit for both quantities and list the rate which is cheaper.
      2. Given a hypothetical political situation, the student will orally predict three conflicts between the executive function and the legislative function using the principles of separation of powers and checks and balances gained in classroom study.

3. On an outline map of Africa that identifies air circulation patterns which are unfamiliar, the student will mark the correct characteristics in a given set which will most likely describe January winds, July winds, and ocean currents at given points.
4. The students will write a one page prediction of consequences for a grassland community and an urban community if all contact stopped between the two groups.
5. The students will demonstrate in a simulation four methods that Blacks have used to gain their rights in the United States.

GO TO THE NEXT PAGE

3. APPLICATION OBJECTIVES require the student, when given a problem or a question which is new or in changed form, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. PLACE AN AP NEXT TO THE APPLICATION OBJECTIVES BELOW AND A C NEXT TO THE COMPREHENSION OBJECTIVES.

___1. On an outline map of Africa that identifies air circulation patterns unfamiliar to the student, the student will mark the correct characteristics, in a given set, which will most likely describe: January winds, July winds, and ocean currents at given points.

___2. From his own observations, the student will describe the activities of people involved in solving social problems.

___3. The student will demonstrate, in a simulation, four methods that Blacks have used to gain their rights in the United States.

___4. Given ten statements, the student will mark those that reject and support the following generalizations: "China is more nationalistic than communistic and Mao Tse-Tung is more capitalistic than communistic."

___5. Given ten propaganda statements and a definition of the following propaganda techniques, the student will classify in writing each statement as: name calling, transfers, testimonials, plain folks, card stacking or band wagon.

ANSWERS ON NEXT PAGE

AP 1. C 2. AP 3. C 4. C 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Objective one requires the student to select the correct method of reading a map concerning circulation and use the principle he has selected to actually arrive at a solution to the problem. He is applying his knowledge with a minimum of direction. He is not given the instructions or a list of principles as he would in a comprehension objective. This is application.

2. The student in objective two must understand something he observes and be able to explain or summarize the meaning. This is comprehension.

3. This objective requires the student to understand methods of protest or civil disobedience and be able to demonstrate his knowledge by selecting the appropriate procedures and deciding how and when to use them. This is done with little instruction and no prompting as how to demonstrate them. This is applicatior

4. Number four requires the student to understand the literal meaning of ten statements so that he can determine which ones reject or support given statements. He does not have to be able to apply this understanding. This is comprehension.

5. In objective five the student is given all the information necessary to complete the work. He must be able to understand the literal meaning of the statements andthe definitions and be able to select the label for each. If it were application the student would probably be asked to actually write the propaganda statements of each type. This objective is comprehension.

GO TO THE NEXT FRAME

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4. PLACE AN AP NEXT TO THE APPLICATION OBJECTIVES BELOW AND A C NEXT TO THE COMPREHENSION OBJECTIVES.

___1. The student will write a one page prediction of the consequences for a grassland community and an urban community if all contact stopped between the two groups.

___2. Given the cost of a specific quantity of a product and the cost of a different quantity of the same product, determine the cost per unit for both quantities and list the rate which is cheaper.

___3. Given pictures of architectural accomplishments of nine societies and a definition of lower and higher level technological development, the student will rank the pictures which depict a high level of technological development.

___4. Given a series of four sentences and a reading on European colonization of Africa, the student will mark the statement accurately describing how European colonization affected Africa between 1870 and 1914.

___5. Given a hypothetical political situation, the student will orally predict three conflicts between the executive function and the legislative function using the principles of separation of powers and check and balances.

ANSWERS ON NEXT PAGE

AP 1. AP 2. C 3. C 4. AP 5. IF YOU AGREED GO TO THE NEXT PAGE. IF YOU DISAGREED READ THE APPROPRIATE STATEMENTS BELOW.

1. The student is not given enough information to arrive at an answer so he must select appropriate principles or information in order to arrive at the consequences. It requires him to go beyond simple understanding and be able to select and apply the necessary information. This is application.

2. In this objective the student is not told how to answer the problem. He must select and use the proper procedures necessary to determine the answer. This is application.

3. In number three the student is given definitions which he must understand to the degree that he can recognize the examples as high or low. He does not have to select the guiding principles, he is given them. This is comprehension.

4. Four requires the student to understand the literal meaning of sentences and a reading and be able to select the most accurate summarization of the reading. This is comprehension.

5. The student is not given the principles but must select and actually use them to predict a possible conflict. This is application because he is to arrive at an answer with a minimum of direction.

GO TO THE NEXT FRAME

5. Here are ten more examples of educational objectives. The first five are application objectives and the second five are not application objectives. **READ EACH ONE AND THEN CONTINUE TO THE NEXT FRAME.**

A. APPLICATION OBJECTIVES

1. The student will orally present his prediction of possible consequences to his family if he participates in a civil protest.
2. The student will conduct a survey in his community and compile a list of leisure time activities supported by community funds.
3. Given a picture of a plantation, the student will draw a scaled map depicting the plantation.
4. Given a map of an area indicating transportation routes and raw materials, the student will mark with an X where manufacturing might be carried on in the area.
5. Given the situation that no one could obtain currency, the student will write a prediction of the consequences consistent with theories of monetary exchange.

B. OTHER OBJECTIVES

1. Given a list of ten statements the student will mark the statements that might have been made by a speaker for the integration movement and those that might have been made by a speaker for the Black Power movement.
2. The student will present to the principal of his school a written proposal for a twelve month's school term including estimates of expense, time saving and curriculum changes.
3. The student will list three instances in which action taken by the League of Nations attempted to maintain world peace.
4. Given five local community-supported leisure-time activities, the student will list the activities which best meet the interests, economic levels, and ethnic groups. He will support this in classroom discussion.
5. Given a simulated personal problem situation, the student will write an explanation of what occurred during the simulation.

GO TO THE NEXT PAGE

6. An APPLICATION OBJECTIVE requires the student, when given a problem or a question which is new or in changed form, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will present to the principal of the school a written proposal for a twelve months school term including estimates of expense, time saving and curriculum changes.

B. Given five local community supported leisure-time activities, the student will list the activities which best meet the interests and needs of people of all ages, interests, economic levels, and ethnic groups. He will support this in classroom discussion.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are application objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. The student in objective A is given a wide variety of possible answers and is not limited to applying a few correct principles. The student can make his own guide lines and has great freedom in his answer. This is very close to the thinking involved in application, but is actually synthesis. The student must combine a great deal of knowledge to create a unique plan to complete this objective.

B. The student must judge the best leisure activities for an entire group. He must support his answer by giving reasons or criteria used in judging. Since he creates his own criteria the objective is at the evaluation category. There are close similarities between application and evaluation but in evaluation he must decide or select his own criteria and judge the value of something.

GO TO THE NEXT FRAME

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a picture of a plantation, the student will draw a scaled map depicting the plantation.

B. Given a simulated personal problem situation, the student will write an explanation of what occurred during the simulation.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

X 1. Objective A is an application objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to select the appropriate information concerning the use of scales. He must not only understand what a scale is but must be able to use it by actually drawing a map. This is application.

B. Objective B requires the student to understand the simulation and its literal meaning to the degree that he can explain what happened. This is comprehension and does not require the student to apply or use his knowledge.

GO TO THE NEXT FRAME

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a list of ten statements, the student will mark the statements that might have been made by a speaker for the integration movement and those that might have been made by a speaker for the Black Power movement.

B. The student will conduct a survey in his community and compile a list of leisure-time activities supported by community funds.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is an application objective. GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. In objective A the student must break a statement down and analyze the hidden meaning of the statement. He must identify the frame of reference of the speaker, which is more complicated than simply using a few principles and applying them. As in all objectives above application there are elements of application but the emphasis is on higher level abilities. This objective is analysis.

B. The student in objective B must know and select necessary procedures to develop a survey and be able to apply these principles in actually accomplishing the task. This is application since he is given a minimum of instruction.

GO TO THE NEXT FRAME

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will list three instances in which action taken by the League of Nations attempted to maintain world peace.

B. The student will orally present his prediction of the possible consequences to his family if he were to participate in a civil protest.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

X 2. Objective B is an application objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A has specific directions as to what is to be listed. The student is required to recall the information. He does not have to be able to apply this knowledge or ever understand it. This is a knowledge objective.

B. This objective requires the student to select the principles which guide reactions against people working for social change and apply them to his own family. He is given a minimum of direction and no prompting as to the correct way to arrive at the answer. This is an application objective.

GO TO THE NEXT FRAME

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10. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given the situation that no one could obtain currency, the student will write a prediction of the consequences consistent with theories of monetary exchange.

B. Given a map of an area indicating transportation routes and raw materials, the student will mark with an X where manufacturing might be carried on in the area.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON FOLLOWING PAGE

X 3. Both objectives A and B are application objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to select theories of monetary exchange and be able to apply them in a unique situation. The student is not prompted as to the correct way to reach the answer. If he were prompted it would be comprehension. This is an application objective.

B. Here the student must answer a problem by selecting the rules etc. that concern the placement of industry and must apply this knowledge by placing an industry. The student must not only understand the theories or rules, etc. but must be able to use them in a unique situation. This certainly takes more than recall and is placed at the application level.

GO TO THE NEXT FRAME

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11. DEFINE APPLICATION OBJECTIVE BELOW.

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GO TO THE NEXT PAGE

An APPLICATION OBJECTIVE requires the student, when given a problem or a question which is new or in changed form, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. (OR WORDS TO THIS EFFECT.) The keys to this type of objective are: (1) given an unfamiliar problem, (2) select appropriate principles, etc., (3) apply and/or use the principle, (4) without prompting, and (5) with a minimum of direction.

GO TO THE NEXT FRAME.

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12. WRITE TWO EXAMPLES OF APPLICATION OBJECTIVES BELOW USING SUBJECT MATTER WITH WHICH YOU ARE FAMILIAR.

A.

B.

GO TO THE NEXT PAGE

THE OBJECTIVES YOU HAVE WRITTEN SHOULD MATCH THE DEFINITION YOU GAVE IN THE FRAME BEFORE THIS ONE. CHECK AND SEE IF YOU HAVE VIOLATED ANY OF THE CHARACTERISTICS. ALSO CHECK AND SEE IF YOUR OBJECTIVES MATCH THE EXAMPLES GIVEN OF APPLICATION OBJECTIVES IN EARLIER FRAMES. GO TO THE NEXT FRAME.

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13. You will now be given some objectives which have not been listed as application objectives before. Since they have not been defined for you it will be your job to read each carefully to determine if it is an application objective. You should be able to do this since you have seen a number of examples and can define and give examples of application objectives. GO TO THE NEXT FRAME. NO RESPONSE REQUIRED.

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14. An APPLICATION OBJECTIVE requires the student, when given a problem or a question which is new or in changed form, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

    A. The student will perform a short skit for the class depicting the type of information presented on television, by playing the roles of a television sponsor, a news commentator and an interviewer.

    B. The student will lead a group in discussing a social problem and arrive at a possible solution using guidelines selected by the leader.

    ___1. Objective A is an application objective.
    ___2. Objective B is an application objective.
    ___3. Both objective A and B are application objectives.
    ___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

X 3. Both objective A and B are application objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to demonstrate his knowledge of news presentation. He must select appropriate ways of news broadcasting and actually apply this by performing the various functions. This is done with little directions and no prompting as how to perform. This is application.

B. The student will lead a group by student selected guidelines. The students must be able to apply their knowledge of group discussion by actually leading a discussion. This is application.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will write an hypothesis explaining the causes of juvenile delinquency.

B. The student will bring to class, for purpose of discussion, two pieces of writing, one which is objective and one which is editorial.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are application objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE STATEMENTS BELOW.

A. This objective is very difficult to distinguish from application so don't be discouraged if you missed. This one requires the student to draw on all his knowledge concerning juvenile delinquency and write an hypothesis. An hypothesis is a fairly unique guess so this fact places the objective at the synthesis level. Writing hypotheses is more difficult than applying information.

B. Objective B requires the student to read an editorial or other writing, break it into parts, and analyze the hidden intent of the author. This is analysis.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will state orally, which of two early Chinese dynasties he would rather have lived during, on the basis of its art, education, scientific advancement, and government.

B. The student will list three powers that most governors have.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

( ) X 4. Neither objective A nor B are application objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to make a personal judgement as to the value of living under two dynasties. He must decide on the criteria and then judge. If this objective were intended for the application level the student would be given the criteria and would then apply it to the situation. As stated, this objective is at the evaluation category.

B. There is only one way to arrive at completion of this objective. The student must recall the powers from previous experience because nothing is given him to draw the answer from. This is knowledge.

GO TO THE NEXT FRAME

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17. PLACE AN X NEXT TO THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

( ) A. Given a map of the United States, the student will write the correct distance between two points.

B. The student will orally state which living habits would continue to be useful if a person moved from one to another of the following communities: desert, arctic, tropical, mountain, or grassland.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

X 3. Both objective A and B are application objectives. IF YOU AGREED, GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A asks the student to investigate a map, select and use the correct information needed to determine a distance. He is given no prompting as to the correct manner to arrive at an answer. If he had been given a legend with instructions on how to use it, then it would be comprehension. This is application.

B. The student, in objective B, is asked to select appropriate information concerning living habits in various cultures, reasons for and results of these habits, and is asked to apply this knowledge in a hypothetical situation. He is not prompted as to the correct course to take, neither are the instructions overly explicit. This is application.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION OF APPLICATION OBJECTIVE BELOW.

PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. After reading a short story about people seeking freedom and a definition of religious, political, academic, and economic freedom, the student will tell orally whether these people were seeking religious, political, academic, or economic freedom.

B. The student will give a presentation outlining the effects of urban development on social groups, and will list causes of deviant behavior consistent with knowledge concerning socialization.

___1. Objective A is an application objective.
___2. Objective B is an application objective.
___3. Both objective A and B are application objectives.
___4. Neither objective A nor B are application objectives.

ANSWERS ON NEXT PAGE

Application objectives require the student, when given a problem or a question, which is new or in changed form, to select and apply appropriate information, principles, etc. without prompting and with a minimum of directions. (OR WORDS TO THIS EFFECT.)

X 2. Objective B is an application objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE STATEMENTS BELOW.

A. In objective A the student is given definitions and a reading. He must understand the definition to the degree that he could recognize an example of it in the short story. This involves understanding the literal meaning and is at the comprehension level.

B. The student in objective B must select appropriate knowledge of socialization to match the problem and use the principles in a new hypothetical situation to predict effects. This is application.

GO TO THE NEXT FRAME

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19. MARK AN AP IN THE BLANKS NEXT TO THE APPLICATION OBJECTIVE BELOW.

___1. Given a list of ten "prejudicial statements" mark the basis of the prejudice as (1) fear, (2) greed, or (3) ignorance.

___2. The student after measuring the area of an object will use a simple scale to make a drawing of it.

___3. Given four specific values held by the majority of Americans, the student will list the motives behind statements made by members of the majority about behavior by the minority.

___4. Using directions, road numbers and number of miles, the student will write instructions for driving between two points.

___5. Using a world affairs simulation model, the student will pretend he is an important officer in one of the nations and will participate in the attempts to meet crises and solve problems.

ANSWERS ON NEXT PAGE

AP 2. AP 4. AP 5. GO TO THE NEXT FRAME IF IN AGREEMENT. IF YOU DISAGREED, CONSULT EH APPROPRIATE STATEMENT BELOW.

1. Objective one requires the student to break down statements that are prejudicial and determine the basis of the prejudice. This is more difficult than application. This objective is in the analysis category because it delves into "hidden" meanings.

2. The student must select and use the necessary principles in constructing a scale drawing. He is not told how to do this. This is an example of a student applying his knowledge.

3. Objective three requires the student to break down and analyze arguments to determine the unstated motives behind statements. This is analysis.

4. The student must use his knowledge of road maps in order to give instructions to a hypothetical person seeking directions. This is application because it involves actually putting the knowledge to use. If he were given instructions on how to accomplish the task it would be placed at the comprehension category.

5. The student plays a role in which he must apply his knowledge of problem solving and governmental dealings. He is not told how to play the role and is left to his own abilities. This is application.

GO TO THE NEXT FRAME

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20. MARK AN AP NEXT TO THE APPLICATION OBJECTIVE BELOW.

___1. When given a major viewpoint on a social problem and its sources, the student will write a brief statement deducing probable cause of bias leading to this viewpoint.

___2. After viewing two editorial statements about the same controversial economic problem, the student will analyze the editorials in a two page statement.

___3. Given information about factors that cause movement of air masses, the student will write a weather forecast of the probable direction of air movement.

___4. Given a statement made to the mass media, the student will write a description of the speaker's attitude toward minority groups from implications in the statement.

___5. Given the following developments: hydrants, telephones, water filters, and burglar alarms, the student will list and explain the urban problems reduced by the development.

ANSWERS ON NEXT PAGE

AP 3. AP 5. GO TO THE NEXT FRAME. IF YOU DISAGREED, READ THE APPROPRIATE STATEMENT BELOW.

1. If you thought number one an application objective, notice the student must break down a viewpoint and determine the underlying bias. This requires the student to determine the reasoning involved and the nature of the arguments. This is analysis.

2. This objective requires the student to analyze the editorial. He must do more than apply a specific principle or rule, etc. The student must determine the reasoning involved, the form of the argument, and how the editorial does what it does. This is analysis.

3. The student in number three must select and use the necessary information needed to forecast the direction of air movement. This is application since he is not directed as how to arrive at the forecast.

4. Notice that number four requires the student to analyze the statement for implied attitude. He must break down the communication and find the reasoning involved as well as the relations between the parts.

5. The student must remember and select the appropriate generalization, principles, etc. concerning technological devices and their relationship to social change. This requires him to select appropriate information and apply it to a hypothetical situation. This is application.

GO TO THE NEXT PAGE

21. WRITE THREE APPLICATION OBJECTIVES BELOW FOR A UNIT YOU MIGHT BE TEACHING DURING YOUR INTERNSHIP. WRITE EACH OBJECTIVE SO ANOTHER PERSON READING IT WILL KNOW THAT IT IS AT THE APPLICATION LEVEL. LOOK AT THE OBJECTIVES YOU WROTE AT THE END OF THE COMPREHENSION LEVEL AND SEE IF YOU CAN REWRITE THEM AT THE APPLICATION LEVEL. IF YOU CAN'T DO THIS, THEN CREATE THREE NEW OBJECTIVES.

1.

2.

3.

GO TO THE NEXT FRAME

CHECK THE THREE OBJECTIVES AGAINST SOME OF THOSE LISTED EARLIER AND DETERMINE IF THEY FULFILL THE CHARACTERISTICS OF AN APPLICATION OBJECTIVE AS LISTED IN YOUR DEFINITION. ALSO CHECK SOME OF THE GIVEN EXAMPLES OF APPLICATION OBJECTIVES.

IF YOU FEEL CONFIDENT THAT YOUR OBJECTIVES ARE AT THE APPLICATION CATEGORY GO TO THE NEXT LEVEL. IF YOU HAVE DOUBTS YOU MAY TURN THE PACKAGE INTO YOUR INSTRUCTOR AND THE OBJECTIVES WILL BE EVALUATED AND RETURNED TO YOU.

GO TO THE NEXT PAGE

4.00 ANALYSIS

1. Analysis objectives comprise the next category and require the student to perform at the knowledge, comprehension and application categories. Analysis objectives are very important in the social sciences because the skills learned in this category can be used throughout life to determine the quality of written or oral communications and to discover subtle indoctrination used in various media. Analysis not only asks the student to comprehend the literal meaning of information but to separate himself from the material and DETERMINE HOW IT DOES WHAT IT ATTEMPTS TO DO. The student must "see" the UNDERLYING TECHNIQUES, DEVICES, BIASES OR FRAME OF REFERENCE that can only be INFERRED FROM WHAT THE AUTHOR HAS OVERTLY DONE.* Analysis emphasizes the BREAK DOWN of information into its parts to determine:

   A. The techniques or devices used to convey the message. (Example Given an example of the following logical fallacies contained in a one page editorial, the student will identify them and rewrite them correctly: (1) undefined terms, (2) overgeneralizations, (3) false analogies and (4) abstract terms.)
   B. Relationships of the parts. (Example: Given a picture of a billboard, the student will list one example of irrelevant information and one example of relevant information.)
   C. The organization of the material. (Example: Given a one page written document, the student will write a paragraph about the point of view of the author, the implied audience and the unstated purpose of the document.)

   Analysis may also ask the student to solve a problem using conscious knowledge of the processes of logic and reasoning. An ANALYSIS OBJECTIVE requires the student to separate himself from material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated, and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material.
   NO RESPONSE. GO TO THE NEXT PAGE.

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*Benjamin S. Bloom, J. Thomas Hastings and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning. (New York: McGraw-Hill, 1971), p. 177.

2. The following five items are examples of educational objectives at the ANALYSIS CATEGORY. READ EACH ONE CAREFULLY AND CONTINUE TO THE NEXT FRAME.

A. ANALYSIS OBJECTIVES

1. Given a statement made to the mass media, the student will write a one page description of the speaker's attitude toward minority groups from implications in the statement.
2. Given an article from an historical journal, the student will list faulty and correct generalizations.
3. After reading several essays the student will define the term "human freedom" from the author's viewpoint.
4. Given two minutes to investigate a cigarette advertisement, the student will list three ways the advertisement attempts to convince people to smoke.
5. Given ten statements concerning a controversial issue, the student will write a description of these statements on the basis of clarity, assumptions, generalizations, and conclusions in the statements.

GO TO THE NEXT PAGE

3. An ANALYSIS OBJECTIVE requires the student to separate himself from material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated, and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material. MARK AN AN NEXT TO THE ANALYSIS OBJECTIVES AND AN AP NEXT TO THE APPLICATION OBJECTIVES BELOW.

___1. Given the climatic conditions of an hypothetical area, the student will use his atlas to list which of the following crops could be economically grown in that area: wheat, sugar, beets, rice and cotton.

___2. Given ten statements concerning a controversial issue, the student will write a description of these statements on the basis of clarity, assumptions, generalizations and conclusions in the statements.

___3. Given a description of a social problem and a list of technological innovations, the student will mark the innovation that is most likely to improve the social problem.

___4. Given any subject matter topic, the student will record in writing the topics call numbers.

___5. After reading several essays by the same author, the student will define the term "human freedom" from the author's viewpoint.

ANSWERS ON NEXT PAGE

AP 1. AN 2. AP 3. AP 4. AN 5. IF YOU AGREED, GO TO THE NEXT FRAME. IF YOU WERE NOT IN AGREEMENT, READ THE APPROPRIATE STATEMENT BELOW.

1. If you thought number one an analysis objective, notice that the student has to select appropriate methods to predict. This is application and not analysis since he is not required to look at a communication, break it down and determine the techniques involved. This is application.

2. This objective requires the student to study statements and determine the methods and devices used to get the message across. The student recognizes the implied intent and how the author does what he does. This is analysis.

3. The student must select appropriate information concerning social problems and technology and apply it in arriving at a prediction. This is application since the student is not required to break down the material and determine the inferred intent.

4. The student is required to apply his knowledge concerning catalogueing of material. This is application. He is not required to break down anything or determine inferred meaning.

5. Objective five requires the student to investigate written material, determine the author's general frame of reference (which is implied in the writing) and define a term from the author's viewpoint. The student must look at the parts within the work, their relationship, their organization and the techniques used in writing. This is analysis.

GO TO THE NEXT FRAME

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4. MARK THE ANALYSIS OBJECTIVES BELOW WITH AN AN AND THE APPLICATION OBJECTIVES WITH AN AP.

___1. The student will draw a political cartoon indicating a negative viewpoint on the following issue: "Rapid industrial growth is a major obstacle to conservationist efforts."

___2. Given an article from an historical journal, the student will list faulty and correct generalizations.

___3. The student will write a government report on possible influence of the migration of people to Siberia on the Soviet economy.

___4. Given two minutes to investigate a given cigarette advertisement, the student will list three ways the advertisement attempts to convince people to smoke.

___5. Given a statement made to the mass media, the student will write a description of the speaker's attitude toward minority groups from implications in the statement.

ANSWERS ON NEXT PAGE

AP 1. AN 2. AP 3. AN 4. AN 5. IF YOU AGREED WITH THESE ANSWERS GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective requires the student to apply his knowledge concerning a topic by drawing a cartoon which depicts the issue. This is application since he is not told how to do this. This objective is not analysis because the student is not required to break down the idea and determine inferred meaning.

2. The student in objective two must investigate the logic involved in an article and determine if generalizations are faulty or correct. He must break down the communication and identify the generalizations in order to do this. This is analysis.

3. If you thought this was analysis notice that the student must predict the consequences of an action without being told how to do it. This is application.

4. Number four requires the student to break the communication into its constituent parts and determine the methods used to make the point. The methods are inferred in the material and cannot be derived by simple comprehension. This is above application since the student must look at the inferred techniques involved.

GO TO THE NEXT PAGE

5. The following ten items are educational objectives. The first five are analysis objectives and the second five are not at the analysis level. READ EACH ONE CAREFULLY AND THINK ABOUT WHAT PLACES THE OBJECTIVE AT ITS GIVEN CATEGORY. NO RESPONSE REQUIRED.

A. ANALYSIS OBJECTIVES

1. After reading statements on current issues by United States political leaders, the student will demonstrate his ability to perceive conflicts over the role of government by listing five major areas of conflict in the various statements..
2. The student will compile a written collection of valid deductive arguments and invalid ones giving the source of the argument.
3. Given a list of ten "prejudiced statements" the student will mark the basis of the prejudice as (1) fear, (2) greed, or (3) ignorance.
4. Given three conflicting interpretations of an historical event, the student will list facts or assumptions that created points of difference between the interpretations.
5. After reading a written report on an international problem by another student, the student will underline extreme statements, circle unsupported conclusions, and put logical conclusions in parentheses.

B. OTHER OBJECTIVES

1. The student will match each of the following dictators with the country he has governed: Castro, Franco, and Ho Chi Minh.
2. Given the proposals of two political groups for the prevention of depression, the student will select one to be used by his government on the basis of the effects on economic health of the nation and the welfare of the individual.
3. Given an incident involving conflict between the executive and the legislative branch and a reading concerning conflict in government, the student will write one paragraph indicating the potential point of conflict in the incident.
4. The student will propose in writing a set of criteria for selection of a religion most suitable for an individual.
5. The student will list and write a paragraph suggesting five leisure-time activities that could be started during adolescent years and developed throughout a lifetime.

GO TO THE NEXT PAGE

6. An ANALYSIS OBJECTIVE requires the student to separate himself from the material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a list of ten "prejudiced statements" mark the basis of the prejudice as (1) fear, (2) greed, (3) ignorance.

B. The student will compile a written collection of valid deductive arguments and invalid ones giving the source of the arguments.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 3. Both objective A and B are analysis objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you did not think objective A an analysis objective notice that A requires the student to go beyond the literal meaning of the statements and identify inferred meaning. The student must break down the statements and determine what prejudice is involved. This is analysis.

B. If you did not think B an analysis objective notice that the student must read material and select valid and invalid arguments. This requires him to break these communications into parts and identify valid and invalid arguments through reasoning and logic. This is analysis.

GO TO THE NEXT FRAME

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. After reading a written report on an international problem presented by another student, the student will underline extreme statements and circle unsupported conclusions.

B. The student will propose in writing a set of criteria for selecting a religion most suitable for the individual.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an analysis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU WERE NOT IN AGREEMENT, READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to break down the report and determine its organizational structure and relationships of the parts in order to determine supported and unsupported conclusions. This is beyond simple comprehension because the student must go past the literal meaning to the inferred meaning and the techniques used.

B. If you thought B an analysis objective notice that the student must create criteria. This involves combining information to create something unique. The student is given great freedom and his answers can be more varied than in analysis. This is synthesis.

GO TO THE NEXT FRAME

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will match each of the following twentieth century dictators with the country he has governed: Castro, Franco, Ho Chi Minh, Tito and Ulbricht.

B. The student will list and write a paragraph suggesting five leisure-time activities that could be started during adolescent years and developed throughout a lifetime.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are analysis objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A was analysis notice that all the student must do is recall information. He is given no materials from which to create an answer. This is knowledge.

B. In objective B the student must use information concerning leisure-time activities. This is application not analysis since the student is not dealing with inferred meaning or method.

GO TO THE NEXT FRAME

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given the proposals of two political groups for the prevention of a depression, the student will select one to be used by his government on the basis of the effects on the economic health of the nation, and the welfare of individuals.

B. After reading statements on current issues by United States political leaders, the student will demonstrate his ability to perceive conflicts over the role of government by listing five major areas of conflict in the various statements.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is an analysis objective. IF YOU WERE IN AGREEMENT GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to judge the worth of two proposals using criteria selected by the student. This is evaluation not analysis since analysis does not involve making judgements using criteria.

B. This objective was placed at the analysis category since the student must break down a number of statements and identify central points and then imply points of disagreement between the statements. The disagreements are only discovered by inferring the meaning and comparing them. This is analysis.

GO TO THE NEXT FRAME

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10. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given an incident involving conflict between the executive branch and the legislative branch, and a reading concerning conflict in government, the student will write one paragraph indicating the potential point of conflict in the incident.

B. Given three conflicting interpretations of a historical event, the student will list facts or assumptions that created points of difference between the interpretations.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is an analysis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A was placed at the comprehension level because the student is given an article explaining conflict in government and all he must do is understand the literal meaning and indicate this by selecting an example.

B. Objective B was placed at the analysis level because the student must identify assumptions and facts which create conflict. This requires the student to break down the statements and compare the various interpretations. Also, assumptions are almost always unstated and require the student to select them from what is inferred. He must go beyond the literal meaning.

GO THE NEXT FRAME

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11. DEFINE ANALYSIS OBJECTIVE BELOW

12. WRITE TWO EXAMPLES OF ANALYSIS OBJECTIVES USING SUBJECT MATTER WITH WHICH YOU ARE FAMILIAR.

A.

B.

An ANALYSIS OBJECTIVE requires the student to separate himself from material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated, and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material. (OR WORDS TO THIS EFFECT).

The important ingredients of the definition are:

1. go beyond the literal message
2. discover the inferred meaning, techniques, etc.
3. determine techniques
4. determine relationships of the parts
5. determine the organizational structure.

The objectives you have written should match the definition. ALSO, CHECK YOUR OBJECTIVES AGAINST THOSE EXAMPLES GIVEN EARLIER. GOOD WORK, GO TO THE NEXT FRAME.

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13. Next you will be given some objectives which are not categorized. It will be your job to read each objective carefully and determine the category. You should be able to identify all the analysis objectives since you can now define the category and write examples. GO TO THE NEXT FRAME. NO RESPONSE REQUIRED.

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14. An ANALYSIS OBJECTIVE requires the student to separate himself from the material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated, and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

    A. Given a list of ten statements, the student will mark the statements that might have been made by a speaker for the integration movement and those by a speaker for the Black Power movement.

B. The student will present, to a simulated legislature, three written bills which the student thinks will make the U.S. a better place in which to live and state orally why each is needed.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an analysis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Notice objective A requires the student to take statements and determine, from what is inferred, who might have written them. The student must break down the statements and determine the probable author. This is analysis.

B. If you thought B an analysis objective, notice the student must go beyond analyzing the situation and must pull information together in order to create a novel answer. This is synthesis.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a social problem and a list of ten statements, the student will mark the statements which are relevant to the problem.

B. Given three proposals for solving a problem concerning human relations, the student will list four criteria for judging the proposal and will present one of the proposals to a school administrator.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objectives A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an analysis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought A other than an analysis objective notice that the student must break down the statements and determine which statements are relevant. This is analysis since the student determines implied meaning.

B. Objective B requires the student to select criteria and judge three proposals. He must then suggest one to a person in his school. This is evaluation not analysis.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will match the following names with each man's philosophic attitude: Calvin, Henry VIII, Huss, Luther and Wycliffe.

B. Given a map showing natural resources, agricultural products, transportation routes, and physical features of an imaginary country, the student will write a paragraph about the relation between each of the factors and will place a P, S or F on the spot most likely for each type of city: (P) port, (S) steel, (F) food processing.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objectives A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are analysis objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. If you thought this objective was an analysis objective, notice that the student is given no material to analyze. He must recall the information from past experience. This is knowledge.

B. If you thought this objective was analysis, notice that the student must select the appropriate generalizations, etc. needed to predict something when faced with an hypothetical problem. This is at the application level.

GO TO THE NEXT FRAME

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17. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given an article defining self concept, the student will write a paragraph about three passages from The Autobiography of Malcolm X that illustrate why Malcolm X felt that the black man has been robbed of his identity in America.

B. Given a group of data and the topic capital punishment, the student will select data to be used in an argument on the basis of relevance, the authority of the source and its freedom from bias.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is an analysis objective. IF YOU WERE CORRECT, GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective provides the definitions needed to arrive at the answers. The student must comprehend the meaning of the definitions and the autobiography. The student then selects examples that meet the definitions.

B. If you thought this objective other than analysis, notice that it requires the student to determine the relevance, authority and bias. The student must go beyond the literal meaning contained in the data and break it down to determine inferred meaning and or methods.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION FOR ANALYSIS OBJECTIVE BELOW.

PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given written interpretations of the following historical development, the student will mark them as logical or non-logical: the rise of Egyptian civilization, and the rise of China's Yellow River civilization.

B. Given an editorial on legalized abortion, the student will mark statements with a J if they are judgments of fact, I if they are inferences, or a V if they are value judgments.

___1. Objective A is an analysis objective.
___2. Objective B is an analysis objective.
___3. Both objective A and B are analysis objectives.
___4. Neither objective A nor B are analysis objectives.

ANSWERS ON NEXT PAGE

An ANALYSIS OBJECTIVE requires the student to separate himself from the material, go beyond the literal message of material, discover the inferred meanings, techniques, or devices not stated, and determine the techniques used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material (OR WORDS TO THIS EFFECT.)

X 3. Both objectives A and B are analysis objectives. IF YOU WERE IN AGREEMENT, GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to determine if statements are logical. He must break down the statements and investigate the relationship and organization of the various parts. This is analysis since he must go beyond the literal meaning.

B. This objective requires the student to break the statement down and determine the nature of the inferred support of statements as factual or value judgments. This is analysis.

GO TO THE NEXT FRAME

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19. MARK AN AN IN THE BLANKS NEXT TO THE ANALYSIS OBJECTIVE BELOW.

___1. The student will present to the principal of the school a written proposal for a twelve months school term including estimates of expense, time saving and curriculum changes.

___2. Given five statements concerning the purpose of cities and three biases, the student will mark the writer's bias which appears in each statement.

___3. After reading the following two statements, the student will list the logical fallacies involved.
a. The black man has improved status in this decade.
b. Black people are innately inferior to white people.

___4. The student will orally state relevant or irrelevant information included in oral student presentations.

___5. The student will write an hypothesis explaining the causes of juvenile delinquency.

ANSWERS ON NEXT PAGE

AN 2. AN 3. AN 4. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Number one requires that the student combine knowledge and create a unique proposal. This is synthesis. There is allowance for a great amount of freedom in the answer. The student is not tied to a few answers but is allowed to create his own.

2. This objective requires the student to identify the author's bias. The student must arrive at this by inferring the bias from the methods used to make the point. This is analysis since the student must break down the message.

3. This objective requires the student to analyze reasoning involved in statements. He must break each statement into its parts and determine the relationship of the parts in conscious light of the "laws" of logic.

4. The student must dissect the presentation and determine unneeded information. He must go beyond the literal meaning in the presentation. This is analysis.

5. An hypothesis is a novel guess. This requires the student to go beyond analysis and put together the parts of information to form a unique and new (to the student) guess. This is synthesis since he is given a great amount of freedom and is not limited to a few answers. He is only limited by his knowledge and creativity.

GO TO THE NEXT FRAME

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20. MARK AN AN IN THE BLANKS NEXT TO THE ANALYSIS OBJECTIVES BELOW.

___1. The student will present a list of criteria that a legislator could follow to arrive at a stand on a legislative act.

___2. Given statements concerning the resolution of a social problem, the student will list the terms that need defining.

___3. The student will write an hypothesis concerning the cause of racial conflict between whites and blacks.

___4. The student will propose a written set of criteria for selection of a religion most suitable for the individual.

___5. Given three loosely organized written passages, the student will circle the conclusions and underline the premises contained in the statements.

ANSWERS ON NEXT PAGE

AN 2. AN 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective asks the student to create a set of criteria. He must combine information in a new form. This is synthesis.

2. This objective requires the student to break down the statement and determine the relationship of the terms and their definition to the meaning. He must go beyond the literal meaning, hence this is analysis.

3. An hypothesis is a novel guess concerning some unsolved problem. The student must combine knowledge and skills and propose something. This is synthesis since he is not limited to a correct answer. He is limited only by his creativity.

4. Setting criteria requires combining knowledge concerning a subject and establishing methods of judging. The student is allowed great freedom and is not limited to a few correct answers.

5. The student must break down the passages and determine what the conclusions and premises are. The student must determine the relationship of the parts and organizational structure. This is analysis since the student must go beyond the literal message.

GO TO THE NEXT FRAME

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21. WRITE THREE ANALYSIS OBJECTIVES BELOW FOR A UNIT YOU MIGHT BE TEACHING DURING INTERNSHIP. GO TO THE KNOWLEDGE, COMPREHENSION OR APPLICATION OBJECTIVES YOU WROTE AND TRY TO REWRITE THEM. TRY TO WRITE THEM SO SOMEONE ELSE WILL KNOW THEY ARE ANALYSIS OBJECTIVES.

1.

2.

3.

CHECK THE OBJECTIVES AGAINST THE DEFINITION YOU HAVE WRITTEN AND DETERMINE IF THEY MEET THE CHARACTERISTICS OF THE ANALYSIS LEVEL. CHECK THE EXAMPLES GIVEN IN THIS SECTION TO SEE IF YOUR OBJECTIVES ARE SIMILAR TO THE ONES GIVEN.

5.00 SYNTHESIS

1. Synthesis is distinguished from all the lower levels of thought because it involves divergent thinking (an answer cannot be fixed beforehand) whereas knowledge, comprehension, application, and analysis are convergent thinking (the correct answer can be known in advance since there are limited numbers of correct answers).* Synthesis requires the student to recombine information or parts of past experience combining them with new material in order to form something unique (to the student). The student, however, is not required to create something that has never been thought of before. However, the product should be novel to the student who created it. The lower categories involve working with a given set of materials or elements which constitute a whole. In synthesis, the student often creates the given materials and formulates the whole. Synthesis also gives the student an opportunity to engage in imaginative, original thinking which is judged by quality rather than having to conform to the view of some "authority." Synthesis, therefore, requires the student to recombine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority.

*Benjamin S. Bloom, J. Thomas Hastings and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill, 1971), p. 177.

GO TO THE NEXT FRAME

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2. The following five items are synthesis objectives. READ EACH CAREFULLY AND TRY TO DETERMINE WHAT CHARACTERISTICS PLACE IT AT ITS LEVEL. AFTER YOU HAVE READ THEM, GO TO THE NEXT FRAME. NO RESPONSE REQUIRED.

   A. SYNTHESIS OBJECTIVES

      1. Given a goal requiring group cooperation, the student will create a one-page outline for achieving the goal and present it to the group in question.

      2. The student will write a two-page dialogue of arguments between two persons who hold opposing views on one of the following subjects: (1) American involvement in Vietnam, (2) American assistance to Israel in the Arab-Israeli war.

      3. The student will write a two-page outline of an international pilot program to preserve world peace and conserve human and natural resources consistent with the principles of mutual respect between sovereign competing nations.

4. The student will write three hypotheses for the rise and fall of civilization, citing information about early civilization as evidence.

5. The student will propose orally, in class discussion, a system of community-supported leisure-time activities that would meet the interests and needs of people of all interests, ages, economic levels, and ethnic groups.

GO TO THE NEXT PAGE

3. SYNTHESIS OBJECTIVES require the student to recombine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority. PLACE AN X NEXT TO THE SYNTHESIS OBJECTIVES BELOW AND AN AN NEXT TO THE ANALYSIS OBJECTIVES.

___1. The student will write three hypotheses for the rise and fall of civilizations, citing information about early civilizations as evidence.

___2. After collecting statements about individuals of different religions, ethnic groups or social groups from conversation with friends, the student will discuss the statements in a small group pointing out (1) unstated assumptions, (2) statements of fact distinguished from statements of hypotheses, and (3) conclusions from statements which support them.

___3. Given a picture of a billboard, the student will list one example of implied information and an example of stated information.

___4. Given a news story from two different news magazines, the student will identify in a two-page summary examples of bias or misleading use of facts revealed in the different ways the two media dealt with the same story.

___5. The student will propose orally, in class discussion, a system of community-supported leisure-time activities that would meet the interests and needs of people of all ages, interests, economic levels, and ethnic groups.

ANSWERS ON NEXT PAGE

S 1. AN 2. AN 3. AN 4. S 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective asks the student to create an hypothesis, which is a unique guess. The student must combine information from past experiences and derive an answer. There is no one correct answer to this problem. This is synthesis.

2. Objective two asks the student to break down statements and determine the nature of the statements. He does not have to combine the information to create something unique. This is analysis.

3. The student must analyze a billboard and determine the relationship of the parts. If he had been required to construct a billboard it would be synthesis. This is analysis.

4. This objective requires the student to analyze news stories and determine how the story was handled. He must break down the communication. This is analysis since he doesn't have to create something unique.

5. There are a great number of approaches to this problem, limited not by a set answer but by the student's ability. He must create a program for a group of people by combining his knowledge about recreation. This is synthesis.

GO TO THE NEXT FRAME

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4. Place an S next to the SYNTHESIS OBJECTIVES below and an AN next to the ANALYSIS OBJECTIVES.

___1. The student will write a two-page dialogue of arguments between two persons who hold opposing views on one of the following subjects: (1) American involvement in Vietnam and (2) American assistance to Israel in the Arab-Israeli war.

___2. Given three loosely organized written passages, the student will circle the conclusions and underline the premises contained in the statements.

___3. Given a goal requiring group cooperation, the student will create a one-page outline for achieving the goal and present it to the group in question.

___4. The student will write a two-page outline of an international pilot program to preserve world peace and conserve human and natural resources consistent with the principles of mutual respect between sovereign competing nations.

___5. Given three characters in an historical novel, which the student has read, the student will mark their general behavior as consistent or inconsistent with the following definition of "civilized behavior": "Civilized behavior is the extent of concern one's actions show for the welfare of other people."

ANSWERS ON NEXT PAGE

S 1. AN 2. S 3. S 4. AN 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Objective one requires the student to create two hypothetical arguments. He must combine his knowledge concerning the topics. This is synthesis.

2. This objective requires the student to break down a communication and identify the relationships. This is analysis since he doesn't have to create something unique.

3. This requires the student to combine his knowledge of group interaction and problem solving and create a unique plan for group action. This is synthesis.

4. An answer of this type would have to be unique since no one has successfully completed this task. It requires the student to combine his knowledge and create a plan. He is limited only by his creative ability. This is synthesis.

5. Objective five requires the student to break down the actions of characters and determine the nature of their actions. This is analysis. It would be synthesis if you asked him to write a novel.

GO TO THE NEXT PAGE

5. Below are ten more examples of educational objectives. The first five are SYNTHESIS OBJECTIVES and the second five are not synthesis objectives. READ EACH ONE AND CONTINUE TO THE NEXT FRAME.

A. SYNTHESIS OBJECTIVES

1. The student will present a two-page proposal to a city planning commission outlining three solutions to a traffic problem.
2. The student will develop a two-page research proposal on a topic that has historical significance in American studies.
3. The student, given Lincoln's and Sumner's plan for Reconstruction, will orally state an alternate plan for Reconstruction.
4. The student will create and present a speech giving basic information concerning drugs and drug abuse.
5. Given a body of data, the student will write appropriate generalizations that are supported by the data.

B. OTHER OBJECTIVES

1. The student will compare and contrast in a four-page paper feudalism in Europe and feudalism in Asia, judging the systems according to how effectively they met the needs of their societies.
2. When given a major viewpoint on a social problem and its sources, the student will write a brief statement deducing probable causes of bias leading to this viewpoint.
3. The student will list five developments that help account for increase in presidential power in the twentieth century.
4. Given a list of provisions that have roots in English law and a copy of the U.S. Constitution, the student will mark those which have been incorporated into the U.S. Constitution.
5. Using reference sources, including a map of Latin America, the student will locate and write a paragraph about three examples indicating how altitude affects the climate of a region.

6. Synthesis objectives require the student to recombine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will list five historical developments that help account for the increase in presidential power in the twentieth century.

B. The student will develop a two-page research proposal on a topic that has historical significance in American studies.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to recall specific facts. He does not have to create the answer by combining information since this type of material is commonly given in texts. This is a knowledge objective.

B. This is a synthesis objective because the student must create a research proposal. He must combine information and create a unique way of attacking a problem. There is no one set way to write a proposal so the student's creativity is the only limit.

GO TO THE NEXT FRAME

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. When given a major viewpoint on a social problem and its sources, the student will write a brief statement deducing probable causes of bias leading to this viewpoint.

B. Using reference sources, including a map of Latin America, the student will locate and write a paragraph about three examples indicating how attitude affects the climate of a region.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are synthesis objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A is an analysis objective since the student must break down a communication and determine bias leading to a viewpoint. The student does not have to create a unique answer and the correct answer can be predetermined. This is analysis.

B. In objective B the student works with given materials. The student is given all that is needed and must simply apply knowledge. There are a limited number of correct answers, therefore the student is not free to create a unique answer. This is application.

GO TO THE NEXT FRAME

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will present a two-page proposal to a city planning commission outlining three solutions to a traffic problem.

B. The student, given Lincoln's and Sumner's plan for Reconstruction, will orally state an alternate plan for Reconstruction.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON FOLLOWING PAGE

X 3. Both objective A and B are synthesis objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective is not limited to a few correct answers. The student can combine information concerning traffic problems and create a unique answer. This is synthesis since the student is limited only by his own creative ability.

B. This objective asks the student to combine two plans plus other new information and formulate a unique answer to be judged by quality rather than by one correct answer. He is given great freedom to create. This is synthesis.

GO TO THE NEXT FRAME

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a list of provisions that have roots in English law and a copy of the U.S. Constitution, the student will mark those which have been incorporated into the U.S. Constitution.

B. The student will create and present a speech giving basic information concerning drugs and drug abuse.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to understand the meaning of written material. The student is limited to a few correct answers and does not create anything unique. This is comprehension.

B. This objective requires the student to create a speech. There is no correct manner to create a speech, therefore the student is limited only by his creative ability. This is synthesis.

GO TO THE NEXT FRAME

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10. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a body of data the student will write appropriate generalizations that are supported by the data.

B. The student will compare and contrast, in a paper, feudalism in Europe and feudalism in Asia, judging the systems according to how effectively they met the needs of their respective societies.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a synthesis objective. IF YOU WERE IN AGREEMENT GO TO THE NEXT FRAME. IF YOU DID NOT AGREE, READ THE APPROPRIATE STATEMENT BELOW.

A. The student must take given data and combine the information in order to create generalizations. The student is not limited to one answer. This is synthesis.

B. Objective B requires the student to judge the value of two different societies to determine which best met the needs of its people. The student must select a set of criteria to use in judging the societies. This is evaluation.

GO TO THE NEXT FRAME

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11. DEFINE SYNTHESIS OBJECTIVE BELOW.

12. WRITE TWO EXAMPLES OF SYNTHESIS OBJECTIVES BELOW USING SUBJECT MATTER WITH WHICH YOU ARE FAMILIAR.

A.

B.

GO TO THE NEXT PAGE

A SYNTHESIS OBJECTIVE requires the student to combine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority. (OR WORDS TO THIS EFFECT.) The major points in this type of objective are: (1) combine information, (2) formulate unique knowledge, (3) through creative thought, (4) judged by quality. GO TO THE NEXT FRAME.

The objectives you have written should match the definition you gave in the frame before this one. CHECK AND SEE IF YOU HAVE VIOLATED ANY OF THE CHARACTERISTICS. CHECK AND SEE IF YOUR OBJECTIVES ARE SIMILAR TO THE EXAMPLES GIVEN IN EARLIER FRAMES. GO TO THE NEXT FRAME AFTER YOU HAVE CHECKED.

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13. You will now be given some objectives that you will classify. Since they have not been classified for you it will be your job to read each carefully and decide if they are synthesis objectives. GO TO THE NEXT FRAME. NO RESPONSE REQUIRED.

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14. A SYNTHESIS OBJECTIVES requires the student to recombine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

    A. The student, as a part of the Internation Simulation, will develop a two-page summary of guidelines for economists who want to solve the economic problems of the region.

    B. The student will match each of four functions of the League of Nations with the branch of the League that carried out the functions.

    ___1. Objective A is a synthesis objective.
    ___2. Objective B is a synthesis objective.
    ___3. Both objective A and B are synthesis objectives.
    ___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to suggest a guide for action. He must combine information concerning economic problem solving and formulate a unique answer to a simulated problem. This is synthesis.

B. There is only one answer to this objective. The student is not given freedom to create an answer since the answer is fact. This is a knowledge objective.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given five local community supported leisure-time activities, the student will list the activities which best meet the interests and needs of people of all ages, interests, economic levels and ethnic groups. He will support this decision in classroom discussion.

B. The student will develop, in a one-page report, a hypothetical solution to China's problem of overpopulation. Included will be three reasons for the choice.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to judge the effectiveness of given activities. He must select criteria to judge the activities and decide which one meets people's needs. This is an evaluation objective.

B. A hypothetical solution is a unique or novel guess at an unsolved problem. The student must use past experiences and formulate a unique answer. He is not limited to a few answers but only by his imagination and past experiences.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will make tentative work assignments in writing for a staff of five archaeological assistants who, under his direction, will begin excavation of a given archaeological site.

B. The student will classify in writing the following as primary or secondary documents, when given the characteristics of primary and secondary documents: (1) newspaper articles, (2) textbook describing Napoleon's Battle of Waterloo, and (3) a novel.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objective A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to combine knowledge and create a unique or novel approach to this task. He is not limited to a few correct answers. This is synthesis.

B. The student is required to understand the literal meaning of two communications and be able to classify them by a given definition. He does not have to create anything and he is limited to a few answers. This is comprehension.

GO TO THE NEXT FRAME

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17. PLACE AN X NEXT TO THE CORRECT STATEMENTS BELOW. CHECK ONLY ONE ANSWER.

A. Given an editorial on legalized abortion, the student will mark statements with a J if they are judgments of fact, and an I if they are inferences or a V if they are value judgments.

B. The student will construct a hypothetical investment portfolio in which he will invest a sum of money in at least five companies and will write a statement explaining the investment pattern.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objectives A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to break down a communication and determine the relationship of the parts to determine if they are judgments of facts, etc. This is analysis because the student is not required to create something new. Also, there are a limited number of correct answers.

B. The student to complete objective B must combine his knowledge and past experiences in economics in order to create a portfolio. This is synthesis since there is no one correct answer and the work will be judged by quality rather than by a predetermined answer.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION OF SYNTHESIS OBJECTIVE BELOW.

PLACE AN X BEFORE THE CORRECT STATEMENT.

A. The student will develop a written propaganda campaign for or against an idea or action making use of one common propaganda device and one common propaganda appeal.

B. The student will draw three circular flow diagrams illustrating how and where his family's specific economic roles fit into the following circular flows of goods and services: (1) between the public and services, (2) between the public and government, and (3) between savers and investors.

___1. Objective A is a synthesis objective.
___2. Objective B is a synthesis objective.
___3. Both objectives A and B are synthesis objectives.
___4. Neither objective A nor B are synthesis objectives.

ANSWERS ON NEXT PAGE

SYNTHESIS OBJECTIVES require the student to combine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority.

X 1. Objective A is a synthesis objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT.

A. This objective requires the student to combine knowledge and experience and create a propaganda campaign. There is no one correct answer and the student is limited only by his creativity and by his knowledge.

B. This objective requires the student to use his knowledge of circular flow by actually drawing a diagram in a hypothetical situation. This is application, not synthesis, because the student does not have to create something unique and there are a limited number of correct responses.

GO TO THE NEXT FRAME

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19. MARK AN S IN THE BLANKS NEXT TO THE SYNTHESIS OBJECTIVES BELOW.

___1. The student will develop written guidelines for the foreign policy of an imaginary democratic country that provides for an effective leadership for world peace. The student will then use these guidelines to judge given examples of United States foreign policy.

___2. Given the proposals of two political groups for the prevention of a depression, the student will select one to be used by his government on the basis of the effects on the economic health of the nation, and the welfare of individuals.

___3. The student will write ten criteria that would aid in determining whether a written, oral or visual communication is meant to bring about an emotional response or to convey information.

___4. The class will develop a written plan for dealing with one of the problems caused by man changing his environment. Included will be: (1) a description of the problems, (2) desired outcomes, (3) information that bears on the problem, (4) causes and effects of the problem, and (5) criteria for judging the solution.

___5. The student will produce, in a three-page report, a theory of political control over inter-nation conflicts which might be the basis for a world organization of nations.

ANSWERS ON NEXT PAGE

S 3. S 4. S 5. GO TO THE NEXT FRAME IF YOU AGREED. IF YOU DISAGREED WITH THE ANSWERS, READ THE APPROPRIATE STATEMENT BELOW.

1. Objective one involves synthesis but also involves evaluation; therefore, it is an evaluation objective. The student sets guidelines (criteria) and must judge actions according to three criteria (guidelines).

2. Objective two requires the student to select a policy to be used. In order to do this he must set criteria and judge the policy. This is evaluation. (Setting the criteria is synthesis, however.)

3. This objective asks the student to combine his past experiences (knowledge) and develop a set of criteria to be used in judging. If he were also required to judge something by using the criteria it would be evaluation. As stated, however, it is synthesis.

4. The students must combine their knowledge and creative talents to formulate a plan of action intended to solve a problem. This is synthesis since the range of possible answers is as broad as the abilities of the group. They are not tied to one or a few answers.

5. Number five requires the student to formulate a theory. His possible answers are almost endless and will be judged by quality rather than some predetermined answer. This is synthesis since the student combines knowledge and experience through imagination and creates a unique piece of knowledge.

GO TO THE NEXT FRAME

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20. MARK AN S NEXT TO THE SYNTHESIS OBJECTIVES BELOW.

___1. In an essay to be read in class, the student will decide whether Martin Luther King's or Malcolm X's predictions of future black-white relations in American society is most accurate, giving reasons for his decisions.

___2. Given an economic issue and three editorials on this issue, the student will state in a written report which position he supports and how he came to this conclusion.

___3. The student will write a four-page community study project, using primary sources and present it to the class.

___4. Given the description of five governmental practices in a state during territorial status, the student will rank them in order of effectiveness and will list the criteria used in judging.

___5. While acting as a presidential economic advisor, the student will orally suggest new measures to slow down or prevent inflation.

ANSWERS ON NEXT PAGE

S 3. S 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Objective one is an evaluation objective because the student sets criteria and judges which of two statements is most accurate. The objective also requires synthesis in creating the criteria but goes beyond this by asking him to evaluate something.

2. This objective requires the student to select which of two positions he supports. He must select criteria and then evaluate the statements. This is evaluation.

3. Objective three requires the student to organize and write a community study. He must combine a great amount of information gained from research and formulate the study. This is synthesis because he is pulling together information to formulate a unique communication.

4. This objective asks the student to judge the effectiveness of practices by using a set of criteria selected by the student. This is evaluation.

5. Objective five requires the student to combine his knowledge of economics and propose a solution to a problem. He can be creative and imaginative since there is no one answer. This is synthesis.

GO TO THE NEXT FRAME

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21. WRITE THREE SYNTHESIS OBJECTIVES BELOW FOR A UNIT YOU MIGHT BE TEACHING DURING YOUR INTERNSHIP. WRITE EACH OBJECTIVE SO THAT ANOTHER PERSON READING IT WILL KNOW THAT IT IS AT THE SYNTHESIS LEVEL. LOOK AT THE OBJECTIVES YOU WROTE AT THE END OF THE ANALYSIS LEVEL AND SEE IF YOU CAN REWRITE THEM AT THE SYNTHESIS LEVEL. IF YOU CAN'T DO THIS, THEN CREATE THREE NEW OBJECTIVES.

1.

2.

3.

GO TO THE NEXT PAGE

CHECK YOUR OBJECTIVES AGAINST SOME OF THOSE LISTED EARLIER AND DETERMINE IF THEY FULFILL THE CHARACTERISTICS OF A SYNTHESIS OBJECTIVE AS LISTED IN YOUR DEFINITION. ALSO CHECK SOME OF THE GIVEN EXAMPLES OF SYNTHESIS OBJECTIVES.

IF YOU FEEL CONFIDENT THAT YOUR OBJECTIVES ARE AT THE SYNTHESIS CATEGORY GO TO THE NEXT PAGE. IF YOU HAVE DOUBTS, YOU MAY TURN THE PACKAGE IN TO YOUR INSTRUCTOR AND THE OBJECTIVES WILL BE CHECKED AND RETURNED TO YOU.

6.00 EVALUATION

1. Evaluation is the highest and most complicated of the cognitive categories. It requires mastery of all the other categories, but adds the skill of making judgments. Evaluation is possibly the most difficult category because it requires a temporary suspension of the student's superficial judgment. The student must not make snap judgments, but must systematically evaluate something by the use of explicit and fairly complex criteria. He should not use simple personal judgments* (i.e., "That's what I like.") The student should create his own criteria because using given criteria tends to reduce the objective to simple comprehension.** These objectives are usually somewhat subjective since either the criteria cannot be proven or the material to be evaluated cannot be proven to violate the criteria. Evaluation is judged by quality, not be some authority's idea of what is correct. Evaluation objectives, therefore, require the student to make judgments about the value of something by using a set of student selected or created criteria. NO RESPONSE REQUIRED. GO TO THE NEXT FRAME.

*Bloom, Handbook on Formative and Summative Evaluation of Student Learning, p. 205.

**Sanders, Classroom Questions, p. 185.

GO TO THE NEXT FRAME

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2. The following five items are examples of evaluation objectives. READ EACH ONE CAREFULLY AND NOTICE WHAT PARTS PLACE IT AT THE GIVEN LEVEL. AFTER YOU HAVE READ EACH ONE GO TO THE NEXT FRAME.

   A. EVALUATION OBJECTIVES.

      1. Given statements concerning the characteristics of medieval and contemporary towns, the student will compare and contrast in writing the characteristics of the towns, including a judgment of how well they fulfilled the needs of their respective times.
      2. Given descriptions of two judicial systems, the student will select one for use in a mock trial using these characteristics: (1) method of selecting judges, (2) use of bail, and (3) past and present judicial decisions reported in mass media.

3. The student will write a two-page report justifying or attacking his vote on tax measures in a mock congress in relation to these factors: (1) the equity of the tax payments in relation to ability to pay, (2) The equity of the tax in relation to equal responsibility in a democracy, and (3) The services provided by taxes through local, state and federal government action.
4. In a two-page essay, the student will compare and contrast the ideas of Booker T. Washington and W.E.B. DuBois, on the role of the black man in society, including a decision on which particular person's ideas he favors and reasons for this decision.
5. Given a case study in "the right to dissent" the student will write a two-page judicial decision concerning the case, taking into consideration the resulting upheaval the "dissent" may cause, and also citing evidence from current events, history and philosophy.

GO TO THE NEXT FRAME

3. Evaluation objectives require the student to make judgments about the value of something by using a set of student selected or created criteria. PLACE AN E NEXT TO THE EVALUATION OBJECTIVES BELOW AND AN S NEXT TO THE SYNTHESIS OBJECTIVES.

___1. The student will identify in writing the major problem of slum clearance and propose a plan for slum clearance to be presented in writing to the local housing authority.

___2. Given speculations about the reasons for migration of early men as well as civilizations from one continent to another, the student will orally present a hypothetical explanation of these movements.

___3. Given statements concerning the characteristics of medieval and contemporary towns, the student will compare and contrast, in writing, the characteristics of the towns and include a statement of how well they met the needs of their respective times.

___4. Given the description of two judicial systems, the student will select one for use in a mock trial considering these characteristics: (1) method of selecting a judge, (2) use of bail, (3) past and present judicial decisions reported in mass media.

___5. Given a major agricultural problem in Latin America, the student will produce a one-page written report specifying a workable solution to that problem.

ANSWERS ON NEXT PAGE

S 1. S 2. E 3. E 4. S 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. Objective one requires the student to create a plan. If he were asked to judge its effectiveness it would be evaluation. Since it requires him to create the plan by combining his knowledge it is synthesis.

2. This objective requires the student to create hypotheses for an unsolved problem. This is synthesis. If he were asked to judge the truth or accuracy of the hypotheses it would be evaluation.

3. The student, to complete objective three, must determine the effectiveness of two ideas. He uses synthesis but he must also evaluate.

4. Objective four requires the student to judge the quality of two judicial systems and to use one. This is more than synthesis since he must also judge the value of the systems, which is evaluation.

5. Objective five requires the student to create a plan. This is synthesis. If he were also asked to judge the plan against criteria, it would be evaluation.

GO TO THE NEXT FRAME

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4. PLACE AN E NEXT TO THE EVALUATION OBJECTIVES BELOW AND AN S NEXT TO THE SYNTHESIS OBJECTIVES.

___1. The student will write a two-page report justifying or attacking his vote on tax measures in a mock congress in relation to these factors: (1) the equity of the tax payments in relation to ability to pay, (2) the equity of the tax in relation to equal responsibility in a democracy, and (3) the services provided by taxes through all government action.

___2. In a two-page essay the student will compare and contrast the ideas ob Booker T. Washington and W.E.B. DuBois, on the role of the black man in society, including a decision on which person's ideas he favors and reasons for this decision.

___3. Given a case study in "the right to dissent," the student will write a judicial decision concerning the case taking into consideration the resulting upheaval the "dissent" may cause and using evidence from current events, history, and philosophy as support for his decision.

___4. The student will develop a written policy guide for United States actions in regard to Indian reservations. Three reasons for this policy should be included.

___5. The student will write a five-year program whereby a sixteen year-old boy or girl living in an underprivileged area can find ample opportunity to acquire the skills necessary to live a productive life in the U.S.

ANSWERS ON NEXT PAGE

E 1. E 2. E 3. S 4. S 5. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective requires the student to judge his own actions against a set of criteria. He must do more than create something, he must evaluate it. Remember in the act of evaluation synthesis is also conducted.

2. In objective two the student must judge the accuracy of two men's ideas and decide which was more accurate. This is evaluation. He must do more than create the criteria, he must also judge.

3. The student in objective three must weigh the facts, evidence and social climate involved in a case and give a judicial judgment. This is evaluation.

4. Objective four requires the student to create a plan of action. If he were asked to judge its effectiveness it would be evaluation. As written, the objective is synthesis.

5. In objective five the student must combine his knowledge and formulate a plan. This is synthesis. If he were asked to judge the plan it would be evaluation.

GO TO THE NEXT PAGE

5. Below are ten more examples of educational objectives. The first five are evaluation objectives and the second five are other category objectives. READ EACH ONE CAREFULLY AND IDENTIFY THE CHARACTERISTICS WHICH PLACE THEM AT A CATEGORY AND CONTINUE TO THE NEXT FRAME.

A. EVALUATION OBJECTIVES

1. Given statements that indicate contributions of medieval, Rennaissance, and non-Western medieval cultures to society, the student will rank them in order of importance.
2. Given a current ecological problem, the student will research the program and will write a two-page judgment of its effectiveness according to student selected criteria.
3. The student will, in a three-page biography, determine the political success of one of the following African nationalist leaders: Jomo Kenyatta, Haile Selaisse, or William V. Tubman
4. The student will write a report of experiences in a simulatic giving each student a ranking from one to ten according to decisions made in the simulation. He will include a statement explaining the reasons for his ranking.
5. The student will compare and contrast the major political, social, and cultural systems of the Syzantine Empire and Western Europe during the Middle Ages, and state orally which of the two was the most advanced with reasons for his choice.

B. OTHER OBJECTIVES

1. Given two world religions, the student will produce a written diary showing how the religion would affect the daily life of a person living under that religion.
2. Given a picture of a plantation, the student will draw a scaled map depicting the plantation.
3. The student will list the criteria previously discussed in class, that would be considered before establishing a manufacturing business.
4. The student will compile a written collection of valid deductive arguments and invalid ones, giving the source of the arguments.
5. After listening to a political or editorial speech on tape, the student will describe the main idea and two subordinate ideas that contribute to the main idea.

GO TO THE NEXT PAGE

6. Evaluation objectives require the student to make judgments about the value of something by using a set of student selected or created criteria. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW.

A. Given two world religions, the student will produce a written diary showing how the religion would affect the daily life of a person living under that religion.

B. The student will write a three page report of experiences in a world affairs simulation, giving each student a ranking from one to ten according to the results of decisions made in the simulation. He will include a brief explanation of his ranking.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 2. Objective B is an evaluation objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to draw information from many sources and combine it in order to write a description of life in a society. This is synthesis not evaluation. He does not have to judge the quality of the religions.

B. This objective requires the student to set up criteria for judging the actions of others and then to judge their behavior. This is an evaluation objective.

GO TO THE NEXT FRAME

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7. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a current ecological program, the student will research the program and will write a two-page judgment. of its effectiveness according to the student's criteria.

B. The student will compile a written collection of valid deductive arguments and invalid ones giving the source of the arguments.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an evaluation objective. IF YOU AGREE GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. The student is required to judge the effectiveness of two programs using his own set of criteria. This is evaluation. He is making a value judgment.

B. This objective is analysis since the student is involved in breaking down written communications to determine valid deductive arguments. He does not determine the value of the documents or the arguments.

GO TO THE NEXT FRAME

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8. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will compare and contrast the major political, social, economic and cultural systems of the Byzantine Empire and Western Europe during the middle ages and state orally which of the two was the most advanced and give reasons for his choice.

B. The student will list the criteria previously discussed in class that would be considered before establishing a manufacturing business.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both A and B are evaluation objectibes.
___4. Neither A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an evaluation objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT.

A. The student must judge the effectiveness of two cultures. This is evaluation since the student is judging the value of two societies.

B. This objective is knowledge since the student only has to recall the criteria. He does not create the criteria or use it in making a value judgment. This is recall not evaluation.

GO TO THE NEXT FRAME

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9. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will, in a three-page biography, determine the political success of one of the following African nationalist leaders: Jomo Kenyatta, Haile Selaisse, Abdul Nasser, or William V. Tubman.

B. Given ten statements that indicate the contributions of medieval, Renaissance, and non-western medieval culture to present society, the student will rank them in order of importance.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are evaluation objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to select the central ideas in a communication. He must understand the literal message of the communication. He does not have to make a value judgment. This is comprehension not evaluation.

B. Objective B requires the student to select the appropriate principles of map drawing and use them by creating a scaled model. This does not require imagination or creativity in the sense of synthesis. This is application.

GO TO THE NEXT FRAME

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11. DEFINE EVALUATION OBJECTIVE BELOW.

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12. WRITE TWO EXAMPLES OF EVALUATION OBJECTIVES BELOW.

A.

B.

GO TO THE NEXT PAGE

An evaluation objective requires the student to make judgments about the value of something by using a set of student created criteria. (OR WORDS TO THIS EFFECT.) The chief characteristics are (1) to make judgments, (2) the value of something, and (3) using a student selected set of criteria.

THE OBJECTIVE YOU HAVE WRITTEN SHOULD CONTAIN THE CHARACTERISTICS CONTAINED IN THE DEFINITION IN THE LAST FRAME. DETERMINE IF YOU HAVE VIOLATED ANY OF THE CHARACTERISTICS. SEE IF YOUR OBJECTIVES MATCH THE EXAMPLES OF EVALUATION OBJECTIVES GIVEN IN THE PRECEDING FRAMES. GO TO THE NEXT FRAME.

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13. You will now be given objectives which are unfamiliar and uncategorized. Since they have not been defined it will be your job to determine if they are applicable at a given category. GO TO THE NEXT FRAME.

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14. PLACE AN X BEFORE THE CORRECT ANSWER BELOW. An EVALUATION OBJECTIVE requires the student to make judgments about the value of something by using a set of student selected or created criteria.

    A. The student, when given films, pictures and stories about life in his community long ago, will assess in a three-page essay the quality of life in the history of his community with the quality of life in the earliest Indian community and in the early settlers' community.

    B. The student will choose three of the following religions and mark on a world outline map the region where each originated: Judaism, Confucianism, Buddhism, Hinduism, Christianity, Islam and Zoroastranism.

    ___1. Objective A is an evaluation objective.
    ___2. Objective B is an evaluation objective.
    ___3. Both objective A and B are evaluation objectives.
    ___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an evaluation objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to judge the quality of life in three communities. He must select a set of criteria and make a judgment of value. This is evaluation.

B. Objective B requires that the student remember where certain religions originated. He must simply recall the location as he is given no other way to complete the task. He does not have to make a judgment of value. This is a knowledge objective.

GO TO THE NEXT FRAME

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15. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will choose an African colony and play, in class, two opposing roles; a colonial and nationalist leader, both of whom were active in that colony just prior to independence. He should present at least two reasons for or against independence while playing the role and should represent the figures consistently with knowledge gained in study of British colonial rule.

B. Given the appropriate table of fares and instructions on figuring fares, the student will write the cost of travel by plane, bus, ship or train between two cities.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 4. Neither objective A nor B are evaluation objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. Objective A requires the student to use his knowledge concerning African government and British emperialism by playing the role of a governmental official. This is application, not evaluation, because he does not make a judgment as to which was most effective, etc.

B. The student must understand the literal meaning of the instructions and the tables in order to compute fares. This is comprehension, not evaluation, since he makes no judgments about the value of the material.

GO TO THE NEXT FRAME

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16. PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. Given a statement describing Thomas Jefferson's recommendation, the student will orally support or refute the recommendation that each branch of government should have the exclusive right to judge the constitutionality of its own actions.

B. The student will present a written plan to the appropriate governmental agency, for improving the quality of air, water, and sewage disposal in his community. Included will be information concerning cost, time and effectiveness.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 1. Objective A is an evaluation objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective requires the student to support or refute an idea. He must make a judgment of value using a set of criteria. This is evaluation.

B. The student must create a plan of action to solve a problem. This plan will be unique to the student. He has a wide range of plans he can create as there is no one answer to the problem. This is synthesis not evaluation because the student does not have to judge the plan he has created.

GO TO THE NEXT FRAME

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17. PLACE AN X BEOFE THE CORRECT ANSWER BELOW. CHECK ONLY ONE ANSWER.

A. Given the following quote, the student will critically judge it in a five minute oral presentation: "To break the law of the land is always serious, but it is not always wrong."

B. The student, after viewing ten different television programs, will state orally the programs worth viewing. He will include in his statement the following areas: violence, social message, prejudicial attitudes, intellectual growth and escape from reality.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

X 3. Both objective A and B are evaluation objectives. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

A. This objective, as stated, requires the student to critically judge something. Making a critical judgment is more than personal prejudice but involves selecting criteria and then making a value judgment of the statement. This is evaluation.

B. In objective B the student must judge the value of television programs. He must set up criteria and decide which ones best fulfill the desired characteristics. This is evaluation.

GO TO THE NEXT FRAME

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18. WRITE A DEFINITION OF EVALUATION OBJECTIVE BELOW.

PLACE AN X BEFORE THE CORRECT STATEMENT BELOW. CHECK ONLY ONE ANSWER.

A. The student will orally state which of two early dynasties in China he would rather have lived under on the basis of its art, education, scientific advancement and government.

B. "The black American has been subject to a system designed to destroy his ambitions, to prevent his independence and to cause him to wonder if he really exists at all." The student will investigate this statement and write a one-page report on the basis of its point of view and possible bias involved in the statement.

___1. Objective A is an evaluation objective.
___2. Objective B is an evaluation objective.
___3. Both objective A and B are evaluation objectives.
___4. Neither objective A nor B are evaluation objectives.

ANSWERS ON NEXT PAGE

An EVALUATION OBJECTIVE requires the student to make judgments about the value of something by using a set of student selected or created criteria. (OR WORDS TO THIS EFFECT.)

X 1. Objective A is an evaluation objective. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT.

A. The student must make a judgment as to which society had the most value. He will select appropriate criteria and then decide which society best meets the criteria. This is evaluation.

B. This objective requires the student to break down a statement and analyze it for possible bias and the total point of view of the author. This is analysis, not evaluation, because the student does not make a judgment of value concerning the quote. He does not have to decide if he would use the quote, etc.

GO TO THE NEXT FRAME

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19. WRITE THREE EVALUATION OBJECTIVES SUITABLE FOR A UNIT YOU MIGHT BE TEACHING DURING INTERNSHIP. WRITE EACH OBJECTIVE SO SOMEONE READING IT CAN DETERMINE THAT IT IS AN EVALUATION OBJECTIVE. LOOK AT THE SYNTHESIS OBJECTIVES YOU WROTE AT THE CONCLUSION OF THE SYNTHESIS CATEGORY AND SEE IF YOU CAN REWRITE THEM AT THE EVALUATION LEVEL.

1.

2.

3.

CHECK THE THREE OBJECTIVES AGAINST THOSE LISTED AS EXAMPLES OF EVALUATION OBJECTIVES AND JUDGE IF THEY MEET THE CHARACTERISTICS OF AN EVALUATION OBJECTIVE. ALSO CHECK YOUR OBJECTIVES AGAINST THE CHARACTERISTICS LISTED IN THE DEFINITION OF AN EVALUATION OBJECTIVE.
GO TO THE NEXT PAGE

20. The following statements are the definitions of each category in the cognitive domain. READ EACH ONE AND GO TO THE NEXT FRAME.

1. A KNOWLEDGE OBJECTIVE requires the student to recall information to which he has been previously exposed and to cite in similar form or recognize the information when asked to do so.

2. A COMPREHENSION OBJECTIVE requires the student to understand the literal meaning of material and be able to translate the material, explain or summarize the literal meaning of the material or to make predictions derived from the literal meaning.

3. An APPLICATION OBJECTIVE requires the student, when given a problem or question which is new or in changed form, to select and apply appropriate information, principles, etc., without prompting and with a minimum of directions.

4. An ANALYSIS OBJECTIVE requires the student to separate himself from the material, go beyond the literal message of material, discover the inferred meaning, techniques or devices not stated, and determine the techniques or devices used to convey the message, the relationship of the various parts to the whole, or the organizational principles used in the material.

5. A SYNTHESIS OBJECTIVE requires the student to combine information and formulate, through imaginative and creative thought, unique knowledge which is judged by quality rather than by a previously fixed answer given by some authority.

6. An EVALUATION OBJECTIVE requires the student to make judgments about the value of something by using a set of student selected criteria.

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21. Place a (1) K next to the knowledge objectives.
(2) C next to the comprehension objectives.
(3) AP next to the application objectives.
(4) AN next to the analysis objectives.
(5) S next to the synthesis objectives.
(6) E next to the evaluation objectives.

__1. Given a social problem and a list of ten statements, the student will mark the statements which are relevant to the problem.

__2. The student, given information concerning a nation now beginning to industrialize, will write a one-page prediction of three problems based on characteristics of early stages of industrialization and on the history of English industrial development.

___3. Given materials describing the conditions of life in the South, North or West between 1880 and 1920 for blacks, the student will tell orally which area he, as a black, would rather have lived and why.

___4. Given a list of men, the student will mark ten major political, economic, and social leaders of the Progressive Movement and indicate in writing the contribution of each.

___5. When given descriptions of weather fronts from a TV weathercast and definitions of the following fronts, the student will write warm, cold, stationary, and/or occluded next to the description.

___6. The student will state in an oral discussion his judgment of the appropriateness of requiring study of early civilization using these areas: (1) inherent value of acquiring knowledge, (2) relation to understanding of human nature, (3) relation to resolving present-day conflicts and (4) appreciation of human endeavors.

ANSWERS ON NEXT PAGE

AN 1. AP 2. E 3. K 4. C 5. E 6. IF YOU AGREED GO TO THE NEXT FRAME. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective requires the student to break down a list of statements and determine if they are relevant to a problem. This is analysis. If it were a knowledge objective it would require the student to recall from class discussion which statements were relevant. If it were comprehension the student might be told to translate the statements into his own words. If it were application the student might be required to use principles of evidence and write several statements which were relevant. If it were synthesis the student would have been asked to write (create) a unique plan whereby the problem could be solved. If it were evaluation he might be required to make a judgment as to which statements were best or to judge a plan proposed to answer the problem.

2. This objective requires the student to select knowledge concerning industrialism and use it in making a prediction. The student is not given instructions as to how the prediction is to be made. This is application. If it were knowledge the student might have been asked to recall the characteristics of beginning industrialism and to list them. If it were comprehension the student might have been asked to summarize a writing about industrialism or he could have been given instructions as to how to predict the development and he would simply use what he was directed to use. If it were analysis he might have been given an argument about the evils of industrialism and told to determine fact from opinion, etc. contained in the editorial. If it were synthesis the student might create a plan to prevent some of the problems of industrialism. If it were evaluation the student might be asked to judge the value of several plans to prevent problems of industrialism.

3. Objective three requires the student to decide which of two societies best meet the needs of a given minority. He must make a value judgment about the societies through the use of a set of criteria. If it were a knowledge objective the student might be asked to recall the conditions of life in the areas and to list them. If it were comprehension the student might be asked to read an article and to translate it or summarize it. If it were application the student might be asked to give a social drama depicting life in one of the areas. If it were analysis the student might be asked to read an article and determine the basis of the bias in the article. If it were synthesis he might be asked to write a statement outlining a society where he as a Negro would want to live.

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4. This objective is a knowledge objective because the student must recall the information from past experience. He is given no information from which to draw the answer. If it were comprehension, the student might be asked to read an article about the Progressive movement and to list the leaders who were most important. If it were application the student might be asked to decide if a public official was a Progressive by selecting characteristics of a Progressive, therefore applying these characteristics to a given leader. If it were analysis the student might be given an editorial in a 1910 newspaper and asked to determine the reasoning in the editorial. If it were synthesis the student might be asked to create a plan for a new movement which would be a "new progressive movement." If it were evaluation the student might be asked to judge the effect or success of the Progressive Movement.

5. This objective requires the student to understand the literal meaning of a description and to select examples that fit the description. This is comprehension. If it were knowledge the student would be asked to list the different fronts from memory. If it were application the student would be asked to identify the fronts without being given the descriptions or he would be asked to draw a map illustrating the fronts without prompting. If it were analysis the student might be given a weather forecast and be asked to break it down thereby determining what kind of fronts might be involved. If it were synthesis the student might be asked to create a plan of public warning in the case of violent weather coming out of one of these fronts. If it were evaluation the student might be required to judge which of these fronts were most beneficial to a given area which grew certain types of crops.

6. This objective requires the student to make a judgment about the appropriateness of something. He must use and select a set of criteria and then judge. If it were knowledge the student might be asked to recall the facts about study brought up in class. If it were comprehension the student might be asked to read a statement about the reason for studying history by a prominent historian and summarize the meaning of the statement. If it were application the student might be asked to write a statement from a certain viewpoint. The student would have to use his information or knowledge in order to write a statement from that view. If it were analysis the student might be given an article supporting one side and asked to determine the reasoning. If it were synthesis the student might be asked to create an outline of an early civilization unit.

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22. Place a (1) K next to the knowledge objectives.
(2) C next to the comprehension objectives.
(3) AP next to the application objectives.
(4) AN next to the analysis objectives.
(5) S next to the synthesis objectives.
(6) E next to the evaluation objectives.

___1. After viewing documents concerning urban growth, the student will write three generalizations on causes of urban growth.

___2. The student will list five items used for money before metal.

___3. The student will write a paragraph describing the reasoning of the following statement, "Increasing the world's food supply will not solve problems of starvation."

___4. Given labor statistics on employment of women, the student will propose orally in a simulated legislative session a bill to provide equal employment for women.

___5. In a written research paper, the student will correctly use the following abbreviations when appropriate: (1) ibid., (2) loc. cit., (3) op. cit., (4) et al., (5) etc., and (6) f. or ff.

___6. Given a ten-page account of a significant American historical event in the colonial period, the student will summarize in a brief written statement the major issues of the event.

ANSWERS ON NEXT PAGE

S 1. D 2. AN 3. S 4. AP 5. C 6. IF YOU AGREED GO TO THE NEXT PAGE. IF YOU DISAGREED READ THE APPROPRIATE STATEMENT BELOW.

1. This objective requires the student to combine information and create generalizations. This is synthesis since the student is given no directions how to complete the task and there is no one answer. If it were knowledge the student might be asked to recall some of the facts in the documents. If it were comprehension the student might be asked to put the documents into his own words or to summarize the document. If it were application the student might be asked to place a city on a map according to characteristics of the area using principles of urban growth. If it were analysis the student might be asked to select a city and tell why it grew or what its prospects are for future growth. If it were evaluation the student might be asked to judge the quality of a proposed site of a city.

2. Objective two is a knowledge objective because the student is given no way to arrive at the answer other than to recall the information. This type of information is commonly contained in textbooks or other materials. If it were comprehension the student might be given a description of different types of money and be asked to select examples of the money described. If it were application the student might be asked to construct examples of early money using principles of monetary exchange. If it were analysis the student might be asked to read an article about monetary exchange and determine how the author arrived at his conclusion. If it were synthesis the student might be asked to create a monetary system for increased international cooperation. If it were evaluation the student might be asked to judge the effectiveness of a plan for a new type of money.

3. This objective is analysis because the student must break down the statement and determine the reasoning in the statement. If it were knowledge the student might be asked to recall some of the problems of overpopulation discussed in class. If it were comprehension, the student might be given a description of four societies with a definition of overpopulation and asked to determine which of the societies was overpopulated. If it were application the student might be asked to write a description of a hypothetical overpopulated country. If it were analysis the student might be asked to study a society and determine why it is overpopulated. If it were evaluation the student might be asked to judge the quality of a propose plan.

4. This is a synthesis objective because the student must combine his knowledge and propose a unique piece of legislation. The student is free to create a plan since there is no one answer

to the problem. If it were knowledge the student might be asked to list previous attempts at gaining equal employment rights for other groups (Negroes, etc.). If it were comprehension the student might be given an editorial on equal employment rights and asked to summarize the editorial listing the major points of view. If it were application, the student might be asked to describe a hypothetical company and the examples of how this company discriminates against women. If it were analysis the student could be given an article on women's rights and be asked to determine if the article is objective or editorial. If it were evaluation the student might be asked to judge the American economic system in regard to equal employment.

5. This is application because the student must select the appropriate device without prompting and actually use it in a paper. If it were knowledge the student might be asked to list the abbreviations commonly used in research papers. If it were comprehension he might be asked to read a description explaining how to use the abbreviations and translate the description into words that his classmates could understand. If it were analysis the student might be asked to investigate a research paper and determine why abbreviations were used. If it were synthesis the student might be asked to create a program whereby a student could learn to use these abbreviations. If it were evaluation the student could be asked to determine if the abbreviations are appropriate or needed in research.

6. This objective is comprehension because the student must understand the literal message of the material so that he could summarize it. He does not have to be able to use or do anything with the information so it is not above comprehension. If it were knowledge the student might be asked to recall some of the information contained in the account. If it were application the student might be asked to use the information contained in the article to write a diary about life in colonial times. If it were analysis the student might be asked to break the article down and determine fact from opinion, etc. contained in the article. If it were synthesis the student might be asked to create a hypothesis explaining the events in the article. If it were evaluation the student could be asked to determine if the article should be used in a book of readings to be used in an American history class.